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ABSTRACT

This preliminary report examines eight vocational and technical education programs for disadvantaged youth both in the state of Massachusetts and in other states. After reviewing the literature, the staff selected schools to be sampled in this present exploratory survey and developed and evaluated a comprehensive data form. The study showed that special programs for the disadvantaged in vocational education are seriously limited in that experimental design, efficient data collection, and evaluation procedures are lacking. The national trend is a movement away from specialized vocational-technical schools to comprehensive high school programs which include vocational training in the curriculum. Most of the innovative techniques developed for vocational education are found outside the parameters of the public schools in special programs organized for dropouts. One of the key factors to program success is the selection of a dynamic administrator. Two additional phases of the program are planned for the future to provide a formal and continuous evaluation of experimental programs. (BC)

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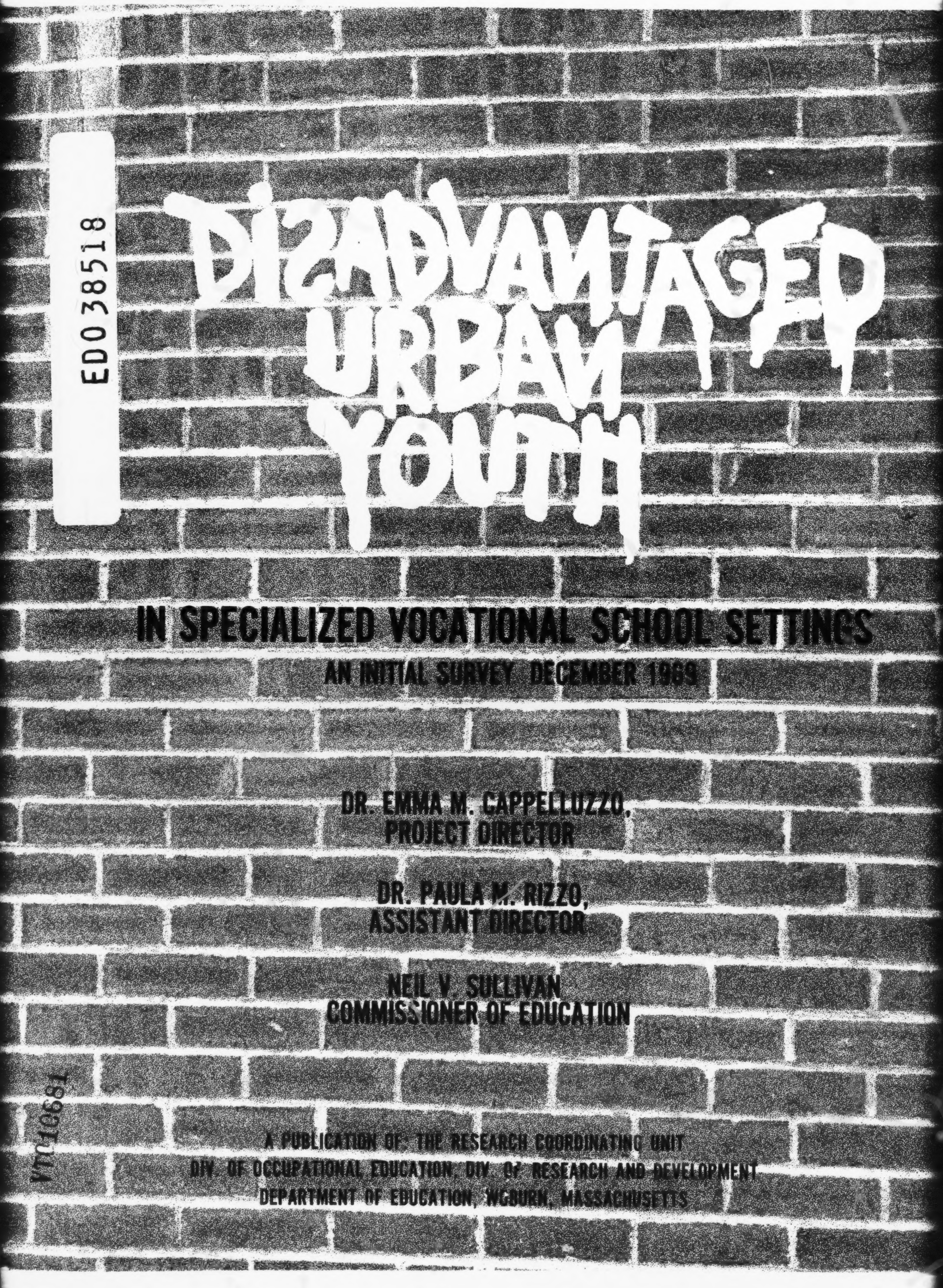

DISADVANTAGED URBAN YOUTH

IN SPECIALIZED VOCATIONAL SCHOOL SETTINGS

AN INITIAL SURVEY DECEMBER 1969

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CHAPTER I

INTRODUCTION

This exploratory investigation is a result of the pressing need to examine routes of instruction and services for disadvantaged urban youth. Vocational-technical education is a useful and important avenue for improving the relative socioeconomic position of so-called disadvantaged youth. In recent congressional legislation (90-576) the nation was provided with further impetus for the examination, exploration, and the development of vocational-technical educational programs that hopefully might meet the many needs of young people from urban America.[1]

This preliminary survey of exemplary programs serving disadvantaged youth in urban areas was spearheaded by the many vocational educators in the Commonwealth of Massachusetts who, at a conference in 1968, identified and ranked crucial issues in vocational-technical education in Massachusetts. Developing successful programs for disadvantaged urban youth was ranked first. Mr. William Conroy, Director of the Vocational Education Research Coordinating Unit, contacted the principal investigator with the following objectives to be explored:

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[1] Public Law 90-576 Vocational Education Amendments of 1968. Unanimously passed by the Congress of the United States.

1. To examine student and program characteristics in successful programs that have focused on urban disadvantaged youth.
2. To examine a selected sample of in-state urban vocational technical high schools.

The purpose of this survey was not to compare successful programs but, more importantly, to view successful programs as potential sources for curricular implementation in the Commonwealth at large. If selected out-of-state programs were successful, it was felt the Commonwealth of Massachusetts should know more about how and why they were successful. Demographic features that were similar to the Commonwealth needed to be examined and personal contacts explored and developed in order to prepare for the future planning of curricular incentives for disadvantaged youth. The Commonwealth needed to know if they should invest energies in developing programs for the disadvantaged regardless of tested programs elsewhere; or, when applicable, examine exemplary programs for possible assistance in the search for viable routes for meeting the needs of disadvantaged urban youth. A view of exemplary programs might lend credence to particular practices and curricular experimentation already in existence in Massachusetts as well as uncovering unique and innovative practices operating outside the Commonwealth which would be helpful to vocational educators in this state.

As the initial probe of a multi-phased approach which will, it is hoped, eventually include curricular design, implementation, and in-service involvement of vocational school personnel, this study surveyed exemplary programs for disadvantaged youth in a selected sample of urban educational settings. In short, it is hoped that this probe will provide a foundation for future planning and implementation of programs based on rational judgments and empirical evidence. It is hoped that the collected data will yield information which will help determine if the Commonwealth of Massachusetts should create a totally new design for vocational-technical education or if this state should create a mosaic, borrowing from those successful exemplary programs currently operative in this country.

This study officially began on April 24, 1969, and terminated on August 31, 1969. For a period of two months the investigators visited programs both in and out of the state. Officials at both local and national levels were interviewed and conferences were held with students, teachers, and guidance personnel in schools as well as other social agencies, to determine the nature of (a) disadvantaged youth in vocational-technical education and (b) exemplary programs serving these urban youth.

In order to accomplish these primary objectives, the nature of urban disadvantaged youth needed to be scrutinized, analyzed, and described. It is not a simple task to define a semantically confusing title such as "disadvantaged youth." For the purposes of this study we refer to disadvantaged youth as those who are socially, academically, or technically not achieving in school. Because of social, psychological, and physiological conditions of deprivation, these youth are not able to perform at levels of social and educational expectations.

Social scientists, in an attempt to define the socially disadvantaged youth in America, have found it difficult to reach consensus with regard to a firm, definitive aggregate of characteristics that would adequately provide a linguistic profile of disadvantaged youth. Amorphous as the terms may be (i.e., "culturally disadvantaged," "socially deprived," "have nots," etc.), some characteristics emerge as typical traits of those youth who are not successful in educational or socially acceptable endeavors in our culture. These youth usually are:

a. in the lower strata of social and economic life;
b. completely lacking or have tenuous involvement with educational institutions;
c. nonparticipators in sanctioned recreational, religious, or other social community organizations; or
d. members of minority groups who are aware of prejudice and caste limitations in the immediate as well as nonlocal environment.

The social malaise that shrouds those who do not "have" in a culture that is enraptured by those who do "have" brings to the school a youngster who knows a great deal about those who "have" and is certain that he does not have the amenities or opportunities extended to the "others." Anger, frustration, and eventually apathy with schooling, although not necessarily in this order, provide teachers, administrators, and social agencies with "problems." Education, in general, has failed to meet these youth where they are. The school has provided little time for the youth who is socially maladjusted, behaviorally disturbing, and academically uninvolved with the processed American schooling.

Assimilation of minorities and the underprivileged has been one of America's touted virtues. Historically, the great migrations were provided with basic education in spite of the neglect of educational and social institutions in meeting the needs of these great numbers. Economic countervailing forces were at work to provide opportunities for assimilation. The very nature of the economy of the late 19th and early 20th centuries lent itself to absorption of many migrants. The need then, unlike today, was for sinew, manual skills, and the ability of newcomers to assist this nation in a booming industrial growth that in large part depended upon few technicians and many hands. The present highly technical cybernetic era requires youth who are physically, emotionally, and intellectually strong with greater emphasis on the creative and intellectual characteristics than ever before.

> We have arrived at a period in human history in which man is increasingly required to manage vast categories of knowledge, to identify and solve highly complicated

> interdisciplinary problems, and to arrive at infinitely complex concepts and judgments in order to maintain, control, and advance the technological and social organization by which we live.[2]

The educational crisis in terms of the frustrations of youth, adults, and the educational establishment is interwoven in an almost inextricable web of myth and fallacy. For example, we in America place great value on education. Yet it is clear that the schools, surrounded by the clamoring and ever-present crisis of human dignity and social revolution, have been the last to respond to pressures for reform and reconstruction. To further complicate perceptions of people and institutions, the school has been and is viewed, regardless of its apparent failures and critics, as the primary institution in our culture to provide and encourage maximum growth and opportunity for all. The urban youth of the seventies will know alienation and apathy while our educational institutions, buffeted by crucial questions demanding answers and action, must begin to participate fully in the process of positively providing social and economic options for equality.

Our nation and its institutions have not totally ignored these challenges. Local, state, and federal agencies have attempted to explore possibilities and design programmatic approaches to the problems of disadvantaged youth.

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[2] Edmund W. Gordon and Doxey A. Wilkerson, _Compensatory Education for the Disadvantaged, Programs and Practices_ (New York: College Entrance Examination Board, 1966).

Numerous projects have been funded by Congress and private foundations. The constellation of socioeconomic forces requires and demands that all youth stay in school a designated number of years and that the American public school play a major role in the development of learned, well-trained, and well-adjusted members of society. The selection devices for those youth who will stay in school and those who will be excluded need scrutiny and assessment. Traditional approaches to learning and involvement in the technical and intellectual educative processes have not and still are not proving successful. Thus, we come to the impasse of tradition and requirements as intended devices to educate our young. This is, in reality, a selection and sorting process that is geared primarily for those youth who can and will succeed regardless of method and facilities. Those youth who reject or are rejected will be adults in a culture that has encouraged rejection. The climate of the educational environment has not nourished the impoverished although, increasingly, we find agencies attempting to remedy these conditions. In many instances these agencies appear to gain positive results for youth when they can circumvent the impasse of tradition and regulation.

This study will attempt to describe those educational institutions that have and are attempting to change educational environments to meet the needs of a caste of youth who live in our cities and can make our cities flourish.

CHAPTER II

GENERAL REVIEW AND FINDINGS

The major findings of the present study suggest that special programs for the disadvantaged student in vocational education are seriously limited. Similarly, in those programs that do exist, experimental design, efficient data collection, and evaluation procedures are lacking. Program effectiveness, based on indices of school dropout rates, student academic achievement, and successful job placement and retention, is either unknown or lacking an empirical base.

The present study was undertaken with the hope of identifying effective programs for the disadvantaged. It would seem that measures of effectiveness would be reflected in increased levels of student academic achievement, decrease in dropout rate, successful and related job placement, and high job retention rates, all of which are indicative of quality vocational preparation.

As mentioned earlier, the task was confounded by lack of information--especially pre- and post-measures of the above variables which would shed light on special program effectiveness.

The findings do, however, give some insights into the general nature of the problem and how various schools across the country are attempting to solve it. The findings do uncover certain general trends and program elements which appear to be necessary components for success. In identifying these components or elements, it seems possible to construct a sound combination, a good model, a blueprint for success.

Methods

The criteria employed for selecting exemplary programs for inclusion in the present study were:

1. The selected program will have been in existence three years or more.

2. The program has been evaluated previously with good results.

3. The school is located in a state or city comparable to Massachusetts and its cities.

The methods used to specifically identify these programs follow:

1. Letters of inquiry were mailed to all state directors of vocational education by the Massachusetts Research Coordinating Unit. A copy of this form letter and responses to it may be found in Appendices A and B.

2. A comprehensive review of the literature was undertaken in order to learn about successful programs. This review included various periodicals, ERIC documents, and other government and nongovernment publications.

3. Personal contacts were made with U.S.O.E. personnel at the Bureau of Vocational Technical Education and the Office

of Programs for the Disadvantaged.

The review of the literature and other methods described above demonstrated unequivocally that exemplary programs which meet the established criteria do not in truth exist. The programs which were selected, however, were chosen because they had exemplary components and came highly recommended.

Procedure

After the review of the literature and other described methodology was completed, the staff devoted several work sessions to the selection of schools to be visited.

Initial contact with these schools was generally made by letter to the program coordinator, principal, or other official designated in the source material. On some occasions this individual was a member of the State Department's Vocational Education staff. Follow-up contact was then made by telephone in order to determine specific visitation dates.

Previous to this phase of the study, the staff developed a comprehensive data form which incorporated those variables considered to be important in a survey of this nature. To this extent the data form draws on certain variables used in similar studies.

Data collection was accomplished by on-site visits which included building tours and discussions with principals, guidance counselors, program directors, teachers, and students.

Program and related information was recorded on the survey sheet. A copy of this data form may be found in Appendix C.

Limitations and Constraints

This study was limited to an examination of student and program characteristics in urban vocational-technical high schools in Springfield and Boston, Massachusetts, and to collecting student and program data in a selected number of existing and "apparently successful" systems in specialized vocational secondary schools in large urban areas.

This study was designed to point out comparisons on certain criteria variables between schools in urban areas in Massachusetts and other comparable cities. It provides no information on why programs are more successful in one area than in another.

The projected Phase II of the major study will be involved with determining which process variables tend to account for the success of which programs.

The project generally suffered from the constraint of time. The task was officially begun on April 24, 1969; and school selection, visitation arrangements, and field work had to be completed by school closings in mid-June. Because of this, length of school visitations had to be restricted to one day. While this amount of time was adequate for a preliminary investigation, it was the opinion of the research team that several schools warranted further study in the areas of curriculum design, student and staff attitudes, administrative organization, etc.

A second constraint was the poor record-keeping on the part of schools investigated. For many schools information retrieval is a difficult, time-consuming task, and administrator guesses in many instances had to suffice. Also, several schools simply did not have test data; dropout, follow-up data; and other measures of student behavior. It should be noted that national studies of a far more comprehensive nature point to similar data restrictions, thereby attesting to the general situation as it exists in the schools today.

The names of the selected schools, their locations, and their principal contacts may be found in Appendix D.

FINDINGS

This section will basically review the general findings in some detail. Specific data may be found by referring to Tables I through XV. Due to administrative problems, data from Grant High School in Oakland were unavailable. However, several subjective references to this school will be made.

General Findings

1. The national trend is away from specialized vocational-technical schools. Many states prefer to build quality vocational programs into the comprehensive high school. A viable

TABLE I

DESCRIPTIVE POPULATION DATA FOR SELECTED SCHOOLS

School Name*	Kind of School	Grades	Location	Town Population	School Enrollment			Vocational Enrollment			Transfers from other Schools annually
					number	% male	% female	number	% male	% female	
1	Trade	9-12	Springfield	174,000	1471	73	27	1368	73	27	insig.
2	Trade	9-12	Boston	697,000	416	2	98	416	2	98	44
3	Trade	9-12	Boston	697,000	700	100	0	700	0	100	125
4	Trade Dropouts	ungraded	Portland Ore.	373,000	200	60	40	200	60	40	0
5	County Satellite Voc.	7-12 Adults & Vets	Bradentown Fla.	70,000**	630	60	40	630	60	40	N.A.
6	State Voc-Tech	10-12	Providence R.I.	207,000	245	100	0	245	100	0	15
7	Dropouts Only	7-12	Minneapolis Minn.	483,000	320	60	40	320	60	40	1000

*School Key: 1) Springfield; 2) Girls' Trade, Boston; 3) Boys' Trade, Boston; 4) Portland, Ore.; 5) Bradentown, Fla.; 6) Providence, R.I. and 7) Minneapolis, Minn. (Subsequent tables will refer to schools by number listed above.)

**Manatee County.

alternative, however, which appears successful is to have students move daily between a home (comprehensive) high school and a specialized vocational center in another location. Students in this way retain an affiliation and allegiance to a home school which often offers more in the way of social and athletic activities.

2. It seems that the most innovative approaches to vocational education for the disadvantaged were found outside the parameters of the public schools in special programs geared to reclaim dropouts. These programs are housed in a variety of stores, warehouses, etc., and are known variably as work opportunity centers, urban centers, etc. Administrators in these programs often feel "independent of the system" and feel freer to experiment, to invent, and even to fail. Administrators in these programs are also individuals who have been carefully selected--men who chose the challenge; men who are specifically interested in a new approach in programs for the disadvantaged and are more than peripherally involved.

3. A dynamic administrator who selects his own staff is often of crucial importance to program success. In one school, for example, the school guidance counselor was ineffective due to a conflict of personality and philosophy with the program director. Schools cannot afford such financial or human waste.

4. Flexible, unstructured approaches to learning appear

to encourage greater and wider scope for students plus commitment. This was illustrated in both the Portland and Oakland schools. The latter school boasted several above average and definitely not disadvantaged transfer students who appreciated the more mature atmosphere offered by the school. The Portland school's best feature was the encouragement of student independence. The curriculum for each area is developed around a series of job sheets, each of which has a specific point value. Students may complete as many or as few job sheets as they choose during a given period. Students thus work at their own pace and in their chosen sequence. A sample group of job sheets may be found in Appendix F. Students in Portland worked independently while teachers were free to give one-to-one assistance. Ninety job sheets equal one credit unit, and a student needs 19 credits to graduate. Most programs include cooperative work-study programs, and these have variable student participation.

5. Schools generally did not experiment with such techniques as team teaching or programmed instruction, nor did they make adequate use of audio-visual equipment. One exception was Portland, where a math teacher had recorded parts of a textbook and job sheets to help poor readers with their tasks.

6. Few schools had integrated faculties, and those that did had small representation.

7. Most schools had no community aides or teacher aides,

although research has indicated that aides selected from the disadvantaged community, integrated faculties, and minority group members in senior positions contribute to program effectiveness.

8. Average enrollments for special programs are small and run from 25 to 300 students with more males being served than females. Programs served students from grades 7 through 12. The students at Vocational Village in Portland are ungraded, and students had a favorable reaction to this approach.

Findings of Student Characteristics

9. The student population served by the programs ranged from 14 to 20 years of age. The average student age was 17. The racial composition of the student population was predominantly white. Occupations of heads of household were primarily blue-collar service. Information about parents' education and income was either admittedly unavailable or approximated.

Program and Instructional Findings

10. The age of programs investigated ranged from one to four years.

11. Students in special programs generally receive certificates in lieu of diplomas. The Work Opportunity Center in Minneapolis transfers credits back to the local high school so the student may receive a General Education Diploma.

TABLE II

STUDENT CHARACTERISTICS FOR SELECTED SCHOOLS

School Name	Average Student Age	Average Academic Retardation	RACIAL AND ETHNIC GROUPS				Family Income Under $3,000	Primary Occupation of Family Heads	Parents Attending Vocational Schools	Highest Gr. Attained by Bread Winner
			White %	Negro %	Spanish American %	Other %				
1	17.5	1-2 yrs	81	18	1	0	N.A.	N.A.	N.A.	N.A.
2	17	1 yr	67	33	less than 1	less 1	N.A.	working class	5%	12
3	17	N.A.	58	42	0	0	50%	home makers blue collar	N.A.	8-9
4	16	N.A.	90	10	less than 1	less than 1	N.A.	blue collar	N.A.	N.A.
5	17	6-8 yrs reading 3-5 yrs math	82	18	2	0	10%	blue collar farm labor (Negro)	N.A.	No High School Graduates
6	17	N.A.	99	1	0	0	N.A.	blue collar semi-professional	N.A.	N.A.
7	17	N.A.	83	12	1	4	60%	Service Occupations	N.A.	10

TABLE III

WORK STUDY PROGRAM PARTICIPATION DATA FOR SELECTED SCHOOLS

SCHOOL NAME	TOTAL PERCENT PARTICIPATING	FRESHMEN	SOPHOMORES	JUNIORS	SENIORS	ALL	OTHER
1	7	X					UNGRADED GROUP
2	5[1]						
3	NONE	ALL					
4	50					X	
5	Yes[2]					X	
6	80[3]				X		
7	3					X	

[1] Neighborhood youth corps.

[2] A work study program will be put into effect starting the school year 1969-70.

[3] This figure represents 80% of the seniors.

The special students in Springfield receive neither a diploma nor a certificate.

An approach is currently being planned by the Providence school. On completion of the course of study, special students will receive a certificate which will specifically list areas and degrees of vocational competency for prospective employers. A present shortcoming of this program is that special students do not attend graduation ceremonies, nor are they included in extracurricular social activities such as the prom and receiving class rings.

12. The average vocational class size in special programs is small (average 10-12) with the smallest in Providence (7-8). Academic classes are generally larger (average 15-20).

13. The school day varied among the different programs studied. In Providence, the special needs students had a heavy vocational concentration and spent 28 or 30.5 periods per week in shop. The other students in the school devote 90 full days to shop and 90 full days to academic work; these alternate daily. In Portland, the schedule changes every six weeks, and students generally choose their own program emphasis. A sample schedule may be found in Appendix F.

14. With the exception of Girls Trade in Boston, schools generally reported greater failure rates in academic over vocational areas. Schools with special programs, however, emphasized an avoidance of grading students per se and chose

TABLE IV

PROGRAM AND INSTRUCTIONAL DATA FOR SELECTED SCHOOLS

School Name	Age of Program	Diploma Certificate	Vocational Program				Basic Education Program				Absentee Rate	Counselor/ Student Ratio
			Class Size	S/I Ratio	School Day	Comparative Course Failure Rate	Class Size	S/I Ratio	School Day	Comparative Course Failure Rate		
1	1	Diploma	15-20	15-20:1	50%	less	25-28	25-28:1	25%[1]	greater	10%	1:350
2	None	Diploma	15	15:1	50%	more	25	25:1	50%[1]	less	10%	1:416
3	5	Diploma	12	12:1	50%	N.A.	24	24:1	50%[2]	N.A.	19%	1:233
4	1	Diploma	10-15	10-15:1	student decides[2]	no failure per se	15	15:1	students decide[3]	no failure per se	33%	1 1/2:200
5	4	Diploma Certificate[4]	10	10:1	3 hours	less	15	15:1	N.A.	more	6%	1:70
6	1	Certificate	18	18:1	50%[4]	low	19	19:1	50%[5]	no grades given	8%	1:245
7	3	GED	10	10:1	N.A.	None	10	10:1	N.A.	None	40%	1:[illegible]

1. Represents area wide consolidated inception of special program previously dispersed.
2. This figure indicates amount of time spent in related subjects.
3. Schedule changes every six weeks. All performance criteria are a series of job sheets which the student completes at his own pace.
4. A diploma is offered for regular students. A certificate is offered the special needs program graduates. 70% of the students attend special needs programs at home.
5. A full day is offered in each program for a total of 90 days in the vocational program and 90 days in the academic program.

TABLE V

TEACHER PLACEMENT DATA FOR SELECTED SCHOOLS

SCHOOL NAME	AGRICULTURE	BUSINESS OFFICE	DISTRIBUTIVE EDUCATION	HOME ECONOMICS	TRADE AND INDUSTRIAL	HEALTH OCCUPATIONS	EXPLORATORY PROGRAMS		OTHER	
							DESCRIPTION	TEACHERS	DESCRIPTION	TEACHERS
1				2	45	2[1]	COOPERATIVE PROGRAMS ALL AREAS	N.A.	GENERAL AUXILIARY SPECIAL PROGRAM	
2			1	1	30	5			DENTAL ASSISTANT	1
3					75[2]		9th GRADE PILOT[3]	N.A.		
4		1	1	1	2	1				
5	2			2	16	1			COSMETOLOGY	
6					12				OCCUPATIONAL T&I	
7		2	2	2	8	2	IN ALL TECH. AREAS TOO	10	FOOD PREP. & SERVICE	1

1. This figure will be four in the future.

2. Twenty also teach academic subjects.

3. Program meets ten periods a week for 12 weeks in each of these areas: sheet metal, woodwork, and electrical.

to evaluate students in terms of performance criteria.

15. Vocational offerings generally center around the trade and industrial occupations. Bradenton, Florida, offers a program in landscaping and horticulture that is popular. Portland offers a program which prepares students to be hospital attendants. Business education was offered only in Portland, Minneapolis, and Albany, and Distributive Education was offered in Portland, Minneapolis, and Girls Trade in Boston.

16. The student selection process for the special programs was variable and ranged from being required to take all who are sent by other schools to selection from those referred by other schools. Albany's Outreach personnel reclaims students who have already dropped and Bradenton has a planned recruitment. Bradenton's approach for regular students is to deploy guidance counselors to various high schools to inform them of the Center and to prepare them for aptitude and interest inventories. Students are then individually counseled regarding available courses, employment possibilities, salaries, etc. Students are then selected. The students in the special program at Bradenton are generally DVR referrals.

17. Reported absentee rates range from 6 to 40 percent daily, and counselor-student ratios ranged from 1:50 in Albany and 1:70 in Bradenton to 1:416 in Boston Girls Trade.

18. Planned program evaluation was seriously lacking in schools visited. Data collection was limited, and no school

TABLE VI

STUDENT SELECTION PROCEDURE FOR SELECTED SCHOOLS

School Name	REGULAR PROGRAM							SPECIAL PROGRAM						
	A^1	B^2	C^3	D^4	E^5	F^6	G	A^1	B^2	C^3	D^4	E^5	F^6	G
1	X	X			X			X	X		X			
2			X	X										
3	X^7							X^7						
4													X	
5							X^8						X	
6				X							X			
7	X	X						X	X					

1. School/Teacher required to take all who are sent.

2. School/Teacher takes all who are interested.

3. School/Teacher and administrator select from all who are interested.

4. School/Teacher selects from those referred by other schools.

5. Guidance counselor selects all those who meet qualifying criteria and provides teacher with list from which teacher selects.

6. Cooperative selection committee composed of vocational teacher, guidance conselor, administrator, and certain teachers made decisions on basis of tests, records, and observed student abilities.

7. Taken on trial basis only, different school for incorrigibles.

8. Principal and counselor select from all who are interested.

TABLE VII

PROGRAM EVALUATION PROCEDURE DATA FOR SELECTED SCHOOLS

School Name	Frequency	Method	Participants			Superintendents	Board of Education	State Vocational Supervisor	State Department Education	Advisory Committee	Other
			Instructor	Local Supervisor	Principal						
1	N.A.	N.A.	X	X				X			
2	Annually	N.A.		X				X			
3	9th grade	N.A.									X[1]
4	Annually[2]	N.A.	X		X			X	X	X	X[3]
5	None[4]	test data employment			X						X[5]
6	None[6]	N.A.									
7	monthly/ quarterly	res. stud. prog. eval. comm. resp. advis. brd.	X	X	X	X	X	X	X	X	

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1. Guidance counselor.
2. None at this time, but there will be one.
3. Special consultants: teachers, superintendents, Oregon State University.
4. Current plans include year long evaluation study dealing primarily with affective accomplishments. This study will be conducted by a full time doctoral candidate.
5. Vocational Rehabilitation counselor.
6. New program will be evaluated.

retained outside evaluation specialists. Some schools indicated some evaluation activity, but none was able to provide written reports. The Urban Center at Albany was one exception, but this report was considered confidential and was subsequently not made available.

19. All schools indicated they had a centralized information system, but in no school was it computerized. Information retrieval is difficult.

20. Extracurricular activities generally did not exist in the schools visited. The exception was the trade school in Springfield which lists a full range of activities, including dramatics. No schools reported vocationally related clubs. The students at the Urban Center at Albany published a mimeographed literary publication.

21. Tabulation of special services information revealed that most schools have a psychologist on call. Most schools do not have a curriculum specialist (Minneapolis has one full time), but do have at least one reading specialist. Only two schools reported having the part- or full-time services of a social worker. Only Minneapolis reported a full-time vocational supervisor. All schools indicated the availability of at least the part-time services of a school nurse or doctor. Functioning librarians and libraries were not visible in any school.

Test Data Findings

22. The availability of test data was sporadic. Some schools indicated they were not particularly interested in

such standard measures which were often inappropriate instruments for the population being served. One school indicated it had no testing program of its own and transferred records from the various junior high schools often came incomplete or with scores from different tests which made comparisons difficult. The data that were available may be found in summary in Table XII. The most comprehensive report was available at the Manatee center (Bradenton, Florida) which works in cooperation with the Division of Vocational Rehabilitation. The students in this program are functionally or mentally retarded. Students whose IQ's fall below 80 in Springfield are considered General Auxiliary Students. Some members of the administration feel that these students would be better served elsewhere.

Dropout/Follow-up Findings

23. The reported dropout rates ranged from a surprising 5 to 7 percent estimate in Providence to a 30 percent estimate in Boston Boys Trade. Portland also reported a 30 percent rate but indicated that many students drop in and out with such frequency that statistics may be distorted. Girls Trade kept monthly records and was able to report easily the number of students dropping by month and grade. This information revealed that the highest incidence of dropping, in Girls Trade at least, occurs in the tenth grade. November and January appeared to be the months having the highest dropout rate.

TABLE VIII

CURRICULAR AND EXTRA CURRICULAR PROGRAM DATA FOR SELECTED SCHOOLS

School Name	Curriculum outline and materials available		Extra Curricular Activities			Vocational Related Clubs
	Yes	No	Music	Sports	Other	
1	X		Yes	Yes	dramatics	No
2	X		No[1]	No	No	No
3		X[2]	small glee club	Yes		No
4	X		No	No	prom student senate	No
5	X		No	No	No[3]	No[4]
6		X	No	ski club	No	No[5]
7	X		N.A.	N.A.	N.A.	N.A.

1. Music class and choral practice required activities, glee club participation for 1/2 credit during school hours.
2. Needs to be typed and no secretary is available.
3. Extra curricular activities offered at home school.
4. Did have but scheduling problem arose due to travel to home school.
5. Geographical area served too large.

TABLE IX

SPECIAL SERVICES PERSONNEL DATA FOR SELECTED SCHOOLS[1]

School Name	Psychologist	Curriculum Specialist	Vocational Supervisor	School Counselor	Vocational Guidance Personnel	Social Workers	Reading Specialist	Speech Therapist	Physical Therapist	School Nurse	School Doctor	Others
1	D	D	D	$B^{(N=4)}$	A	D	B	D	A	B	D	
2	D		D	B	B	D	B	D		B	C	D[2]
3	D	E	C	$D^{(N=3)}$		D	A	E		A	C	
4	A	E	D	$C^{(1\ 1/2)}$	B	C	B	E		C	A	
5	D	A	C	$B^{(N=3)}$	$B^{(N=6)}$	A	B	D	B	C	D	B[3] C[4]
6	A	A	D	C	A	A	A	A	A	B	A	C[5]
7		B	B	B		B	B			B		B[6] B[7]

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[1] Code for identification:
A None now, but needed, B Full time, C Part time, D On call, E None now and not needed,

[2] Pupil adjustment counselor.

[3] Coordinator, General Adult Program.

[4] Coordinator, Vocational Agriculture.

[5] DVR Counselor.

[6] Work Coordinator.

[7] Out reach Personnel.

Bradenton reported a regular county-wide school dropout rate of 31 percent and a 20 percent dropout rate at the Manatee Vocational Center. Although no pre- and post-dropout records were available since the inception of the new program, the average student age at Manatee increased from 15.3 in 1966 to 17.4 in 1968 and would, therefore, indicate that more students are staying longer.

24. In the "reasons for dropping" variable, three schools (Portland, Bradenton, and Boston Boys Trade) agreed that alienation was a leading cause. Other schools pointed to acquisition of jobs, family problems, and pregnancy as factors. Portland indicated that girls at Vocational Village may attend school while pregnant. Other listed causes were armed services and moving. Springfield listed underachieving as a cause.

25. Post-high school student placement activities varied greatly from school to school. In Providence, five special students were graduating. All were placed; three were placed by the school and two placed themselves. No follow-up information was available here. Bradenton, Springfield, and Girls Trade all claimed 100 percent placement including the armed services. Post-secondary schooling was reported as 10 percent of the graduating class at Springfield, 23 percent at Girls Trade, and 33 percent at Vocational Village.

26. Retention rates for job and post-secondary placement were not available in some schools. Administrator guesses

TABLE X

TEST DATA FOR SELECTED SCHOOLS

School Name	Reading			Arithmetic			IQ		
	Grade	N	Score	Grade	N	Score	Grade	N	Score
1	10	313	9.2[1]	10	332	8.7			95[2]
2	N.A.								
3	N.A.								
4[3]	Non-graded	300	N.A.[4]	Non-graded	300	2.2-16.4 Med.=6.+	Non-graded	N.A.	N.A.
5[5]		7	4.2-10.4 Med.=6.5	N.A.				7	86-112 M=97.4
6	N.A.								
7	N.A.								

[1] California Achievement Test, Form Y, 1957 edition, 1963 norms.

[2] Special students' IQ median is under 80.

[3] Portland uses GATB but results not currently available.

[4] Spelling Range=1.8-16.7, Median=6. Word Identification Range=1.8-15.4, Median=7.

[5] WISC test was used. Age of testees ranges from 13-18.

TABLE XI

DROPOUT DATA FOR SELECTED SCHOOLS

School Name	Dropout Rate			Reasons Listed						Re-entry Procedures
	Current %	Prior to Program %	Regular School	Job	Alienation	Family Problems	Pregnancy	Marriage	Other	
1	20	N.A.	20	X		X	X		16th birthday; under-achieving	Ask principal for reinstatement
2	10	N.A.	N.A.	X			X	X	moving	work-study program transfers then parental request-subject to headmaster approval
3	30	40	N.A.	X	X					boy must take up where left off/ mid-year returnees drop back a year
4	30	N.A.	5-6	X	X	X	May attend			come back - probationary committee, counselor
5	20	higher	31		X				moving	individual interview with guidance counselor (not to avoid draft)
6	5-7	N.A.	N.A.	X						no set procedure
7	N.A.	N.A.	N.A.	X		X	X	X	Service	See guidance counselor for re-entry

were offered in others.

Minneapolis reported a 50 percent job retention rate and a 65-plus percent post-secondary retention after one year. Girls Trade reported 90 and 10 percent, respectively. Bradenton's three-year follow-up was done with DVR-sponsored entering students, many of whom have not yet graduated. Boys Trade indicated that attempts to conduct a postcard follow-up survey received a poor response from graduates, and the lack of guidance personnel prevented other efforts.

27. Most schools offered evening courses.

28. Re-entry procedures for dropouts varied from school to school. Providence indicated it had no set procedure but handled each case individually. Boys Trade indicated mid-year returns must drop back a grade. The number returning was cited at 15 to 20. No retention figures on these returnees were available. Springfield's procedure was for the student to ask the principal for reinstatement. Girls Trade reported re-entry was dependent upon parental request and discussion with guidance counselor and subject to head master approval. Bradenton's procedure was an interview with a guidance counselor, part of which was to determine if draft avoidance was the goal. At Vocational Village the student simply returned to school.

Plant and Staff Findings

29. The age of the buildings in the study ranged from

TABLE XII

FOLLOW-UP DATA FOR SELECTED SCHOOLS

School Name	Post High School			Retention Rates		Evening Courses		Offerings
	Job Placement	Advanced Schooling	Apprentice-ships	Job	Post Secondary	Yes	No	
1	79%[1] 100%[2]	15%[1] 9%[2]	N.A.	N.A.	N.A.	X		Home Economics Technical Arts & Crafts, Nursing
2	N.A.	N.A.	N.A.	90%	10%		X	
3	80%	0	20%	N.A.	N.A.	X		Separate School Trade extension
4	N.A.	N.A.	N.A.	N.A.	N.A.		X	
5	100%	3-4%	N.A.	N.A.	N.A.	X		Vocational Technical, Law Enforcement
6	N.A.	N.A.	N.A.	N.A.	N.A.	X		Vocational Technical Extension Courses for Apprentices
7	N.A.	N.A.	N.A.	50%+	65%+	X		Technical, Business & Clerical, Food Service

1. Figures based on 1968 follow-up survey.
2. 1969 job placement data includes armed services.

TABLE XIII

AGENCIES INVOLVED IN JOB PLACEMENT FOR SELECTED SCHOOLS

School Name	Business/ Trade Associations	State Employment Agency	State Rehabilitation Agency	Probation Department or Officer	Private Employment Agencies	Local Industry and Business Men	Other
1	X	X		X	X	X	
2	X	X	X	X	X	X	
3						X	X[1]
4							X[2]
5	X		X			X	
6			X			X	
7	X	X	X	X	X	X	X[3]

1. Unions due to teacher membership.
2. Youth Opportunity Center.
3. Plans for Progress and National Alliance of Businessmen.

one to six years old in Bradenton to 70 years old in Girls Trade. Many of the schools were operating in buildings not originally intended for such use. Girls Trade is a converted mansion and many inadequacies exist. Vocational Village operates from an old warehouse and space is a major problem, while the Urban Center in Albany rents an abandoned U.S. Naval Training Station. Other programs are being run with adequate to good, but not excellent, facilities. Age of equipment in these schools also varies within, as well as among, schools. Bradenton reported obsolete electronics equipment, old but not obsolete machine shop equipment, and all else to be new. Boys Trade reported much outdated equipment dating back to 1924. Springfield considered some of its equipment obsolete and substandard. Girls Trade had a new kitchen, but sewing machines that were 20 years old.

30. The average age of teachers in all schools was about 40 years. Boys Trade was high with an estimated average of 45 and Girls Trade was low with an estimated average of 35.

31. Formal preparation of teachers ranged from 66 percent nondegree instructors in Bradenton to no nondegree instructors in Minneapolis. Boys and Girls Trade reported 20 percent of their staff as having no degree; Springfield reported this figure at 10 percent; and the others ran at about 50 percent. All the nondegree instructors at Bradenton are working toward degrees in order to fulfill a state requirement for maintaining certification.

TABLE XIV

PLANT AND STAFF DATA FOR SELECTED SCHOOLS

School Name	Age of Buildings (yrs.)	Age of Equipment	Teachers	Teachers	Teachers	Teachers	Teachers	Teaching Assistants	Teacher Aides	Lab Assistants	Community Assistants	Other
			Average Age	Degrees Earned								
				Non-Degree	BA	MA	Beyond MA					
1	29	Sub-standard	40	10%	30	50%	10%	0	0	0	0	Student Teacher
2	70	20[1]	35					0	0	0	0	0
3	52	45	45	26%	36%	32%	5%	0	0	0	0	0
4	20	N.A.	40	50%		50%	0	0	1	0	Volunteers	1 A.V. technician
5	6 and 1	Variable (new and obsolete)	40-42	66%	20%	8%	4%	0	0	0	0	intern
6	11[2]	11	40	58%	31%	10%	0	0	0	0	0	0
7	40	3	38	0%	75%	0%	25%	15	0	0	0	0

1. New kitchen equipment.
2. New gym, six years old.

TABLE XV

PUPIL COST DATA FOR SELECTED SCHOOLS

School Name	Annual cost/student	Transportation		Cost compared to other Vocational Education programs in state	Personal cost to students	Financial Assistance
		Yes	No			
1	$700[1]		X	N.A.	None	None
2	$700[2]		X	N.A.	None[3]	None
3	$650[2]		X	N.A.	None	None
4	$1,026	X		22% higher[4]	$5 activity fee	No
5	$900	X		higher	$13 books and equipment	Yes
6	$750[5]		X	higher	None	None
7	$800	N.A.	N.A.	25% lower	None	None

1. $670.64 reported in the Cost of Education, 1966-67, Department of Education. $1,036.63 as reported to the State Department.
2. Combined per pupil cost figures for Boston Trades were reported to the State Department as being $2,323.95
3. Cosmotology kit costs $47.
4. Annual cost for other vocational schools in Portland is $800.
5. New program is $825.

32. Most schools answered affirmatively to the professional improvement item, but no specific information was available. Boys Trade indicated very few teachers ever attended workshops, and Providence indicated some teachers attended free workshops only.

33. As mentioned earlier, few schools utilized teaching assistants, community aides, or other ancillary staff. A successful exception to this exists in the Urban Center in both Albany and Troy where extensive use is made of paraprofessionals in the "follow-up" and "outreach" aspects of the program. The Urban Center employs members of the community as personnel aides to help recruit new students, give support to troubled students, and to follow up student absenteeism. This has resulted in good community relations. Urban Center staff frequent and are known in various community centers and are thus easily available to prospective students. Similarly, the Work Opportunity Center in Minneapolis uses fifteen University of Minnesota teaching assistants annually. Vocational Village reported two community volunteers--one for clerical work, the other to teach welding--and also employs a full-time, reclaimed dropout as an audio-visual technician, considered a teacher aide. Springfield has eight student teachers annually.

34. The annual cost per student was reported at a low of $650 for Boys Trade and a high of $1,026 at Vocational Village. Bradenton and Minneapolis reported $900 and $800,

respectively. The cost at Providence is currently running at $750 but will rise to $825 at the inception of a new program for the disadvantaged in September. This special program will account for 20 percent of the school population. The special program currently has 25 to 30 students or 10 percent of the school population. One town has 29 applicants to this new program, but its budget may only support 11. The junior high school guidance counselor reportedly selected the 11 students by rank.

Where available, figures showed that per-pupil cost in schools studied was generally higher than other vocational programs in the particular state. The exception was Minneapolis where per-pupil cost ran 25 percent lower than other vocational programs in Minnesota.

35. Most schools did not have student fees. Vocational Village had a $5 student activities fee; Bradenton had a $13 annual fee for textbooks, goggles, and aprons. The DVR picked this up for the special students. Girls Trade reported a $47 charge for professional cosmotology kit, plus white shoes and uniform.

In summary, it may be said that a great deal of diversity exists in vocational programs today. In the absence of comprehensive and objective measures of program success, subjective observation and speculation point to administrator flexibility and greater student responsibility as key factors around which effective programs are built. The next section of this report will describe certain recommendations based on the findings contained in this chapter.

CHAPTER III

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

Summary

The efficacy of an introductory survey of vocational-technical education for urban disadvantaged youth has been supported by this examination of the various selected schools included in this sample. The major considerations for the investigators have been to isolate and examine school, student, and program characteristics in a number of experimental environments, and to attempt to present a discussion of those features found wanting and those elements which appear to provide some degree of success in vocational-technical schools for disadvantaged youth.

All experimental programs sponsored by the public schools which indicated some degree of agreement with the previously mentioned criteria (see Chapter I) were considered a potential pool of programs to be explored. Site visits were made to three in-state schools[4] and to six out-of-state schools which appeared to meet the criteria and which were receptive and willing to cooperate in the survey. A decision was made to review only those schools that approximated urban centers and had an operative program for disadvantaged youth.

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[4] Time limited the in-state visits to the most urban locations. The authors are, however, cognizant of the fact that these schools represent only a small percentage of statewide programs.

Due to the limitation of time, a number of additional programs were, by necessity, eliminated. In consulting the literature it soon became apparent that survey instruments in vocational-technical education already in existence did not meet the needs of this survey. A comprehensive instrument was developed and pre-evaluated before use in the field.

This study of five months' duration is not intended to outline curricular or personnel needs. On the basis of visitations, review of the literature, empirical data and the experience of the investigators, a discussion of the findings and recommendations will be forwarded. It is imperative that readers of this report view the position of this survey in the context of a larger research endeavor.

The following outline will illustrate what research efforts might follow this survey in the selection, analysis, and development of creative and successful programs for disadvantaged urban youth:

Phase I: Present Survey - Exploratory

1. On-site visitations.
2. Collection of data.
3. Establishment of personal contact with vocational educators who are currently involved in experimental programs in order to establish a pool of consultants and resources for future planning.
4. Recommendations.

Phase II: Projected

1. Extension of present survey based on current findings and recommendations.
2. Compilation of programs, curricular offerings, and possible additive services.
3. Beginning of curricular, philosophical redesign in planning for special programs for disadvantaged youth in Massachusetts.
4. In-service input from urban sociologists, curriculum specialists and community leaders.
5. Vocational-technical school administrators and teachers in the Commonwealth be designated to assess recommended out-of-state programs.

It would appear that these teams of school personnel would be in a favorable position to cull aspects of innovative programs for partial or full adoption in their own particular settings in Massachusetts. If out-of-state programs did not meet the needs of in-state personnel, a concerted effort within the Commonwealth of Massachusetts would be made to develop, de nova, a number of experimental programs.

Leaders in vocational-technical education and local urban leaders in Massachusetts would then share in planning a series of curricular models and experimental approaches to vocational-technical education for disadvantaged urban youth.

Phase III: Projected

1. Formal and continuous evaluation of experimental programs

along all dimensions of planning and execution of the programs.

2. Programs carefully planned and staffed, should be in existence for a minimum of six years before termination.

Six years would allow a student to complete the program and work a minimum of two years. A common danger in experimental programs has been the dependency on administrative whim or funding fluctuations. A working program should not, ideally, suffer the uncertainties of tenuous support.

Discussion

This survey as an initial probe into the various programs related specifically to disadvantaged youth and vocational-technical education began with some basic assumptions. It was initially assumed that vocational-technical education in carefully selected school districts throughout the country and within the Commonwealth of Massachusetts would:

a. have available within their schools sources of data which would attempt to describe student populations, achievement and follow-up data;

b. begin an in-house evaluation of experimental programs based on empirical data as well as perceptions of teachers, students counselors, employers, etc.;

c. attempt to utilize guidance expertise for placement, in school and in the community for those students in specialized programs;

d. be cognizant of parental and community interest in the affairs of the American public schools, especially for various ethnic groups, and this awareness, in some varying degree, be found in urban secondary schools.

Unfortunately, it soon became apparent that for a variety of reasons, these assumptions were not congruent with the actual execution of programs for urban disadvantaged youth.

Additive Measures

The needs of disadvantaged youth may vary according to locale but it is clear that the vocational offerings for urban youth who have social and economic handicaps, not to mention diverse cultural values, must include additive measures in curricular design, personnel and services of the schools. The school must attempt to understand why the withdrawal and hostility of many disadvantaged youth have centered around the school. Sensitizing teachers, community and administrators to the uniqueness of these youth is a vital responsibility.

The usual approach to American schooling, especially in most programs for the disadvantaged urban youth, has been one that seeks to "fit" the youth for the world of school and eventually the world of work. This approach has historically employed a progressively modular approach by which the student moves from one discrete experience to another. Blocks of teaching, experiences and opportunities are the mythical steps to success. For disadvantaged urban youth the stepping stone approach runs counter to life experiences in the home and community. Delayed gratification in terms of job and financial success are not of great concern to youth who demand immediate feedback and some form of immediate success. The complex set of circumstances that surrounds the life style of disadvantaged youth needs exploration by school planners. The most efficient up-to-date faculty and highly skilled craftsmen cannot hope to reach to these youth without the following elements successfully incorporated into the school's program:

Guidance. The usual guidance format in this selected sample and in most of the reviewed literature depended upon a model for guidance that has little or no meaning for the disadvantaged youth. The model consists of teacher and/or administrator referral to guidance personnel as well as student self-referrals. In addition, it became clear that guidance counselors in urban schools are overworked keepers of records and, in some cases, disciplinarians. Along with large case loads assigned to the too-few counselors, the students in many cases did not seek help or direction from counselors. An approach that holds promise for disadvantaged urban youth is one that is committed to the philosophy that all teachers, administrators and counselors are equipped to help, understand and bring about changes for and with the student. It is categorically imperative that the school offer assistance wherever and whenever the student may need it. The students in urban centers may not identify with any individual in a formalized guidance office setting; they may, instead, choose to seek help from coaches, teachers, even community school-affiliated personnel. This must be viewed as legitimate counseling and receive support and encouragement from the administration.

Community resources and cooperation. Aside from placement of highly adaptive and successful students from vocational courses in local industries, the lack of interest and cooperation with the local community at the grass-roots level was clearly evident. The urban community has a rich and varied setting. Jobs are available for part-time work as well as graduate placement. However, parents, local organized groups, as well as cultural and recreational outlets for disadvantaged youth are viewed by most schools as separate and distinct from the task of the school. These outlets and opportunities for local interaction with these schools may well be a key for mutual understanding between alienated youth and the schools from which they turn away. When administrators were asked if community agencies (outside of placement opportunities) were involved in school life, administrators without exception indicated a lack of community involvement and an apparent lack of interest on the part of teachers and other personnel. Parental interest in youth stems from parent and community pressure groups in our urban centers. To be insensitive to the growing demands of disadvantaged parents in settings where other segments of the American public schools are constantly being questioned is a telling point.

Vocational training. Unemployment statistics do not provide the entire panorama of needs that must be met in urban centers. The proportion of Negroes in inner-cities has more than doubled in the past twenty years. Approximately 65 percent of this increase can be traced to patterns of in-migration in the United States. The movement has intensified to urban areas. This intensification has provided the city with problems of housing, employment, delinquency and schooling. The challenge to vocational-technical education is unsurpassed in the history of American education. From the point of view of futuristic planning and rebuilding of our cities, it is clear that an intelligent, carefully trained and responsible citizenry is needed in the cities. If, as has been popularly estimated, the academic retardation among inner city youth is between three and five years, the schools become a focal point for societal rehabilitation. The dropout rates are over 50 percent and in examining schools and literature it is clear that only 20 percent of inner city youth can be termed adjusted to school and learning in the school setting. Existence of large extended families whose income is below the poverty level, compounded by inadequate housing, medical and recreational facilities paint a bleak picture. It is clear that only a very small percentage of urban youth is adequately being served by the vocational-technical schools.[5] And, based on school population findings in the current study, it seems clear that an even smaller percentage of Negro urban youth is adequately being served by the vocational technical schools.

Follow-up studies of disadvantaged youth hold great promise for educators. Factors such as interests, promotions, additional training, change of residence, organizational membership and number of years included in the follow-up study are considered. The usual one-year follow-up study to determine job-retention rates does not yield the lasting and global influences that a school program may have contributed to the student. When longitudinal comprehensive follow-up surveys are made, the effort of collecting data must dovetail with offerings of extended school services that might include additional courses for advanced training and counseling.

Educational climate. There is a general tendency to think of wealth, newness, location, expenditures per student, class size, and facilities as being indices of good environments. Although it is true that the above are favorable in many ways, it is also quite realistic to note other environmental aspects that can, and in fact do, exist exclusive of the above. The acceptance of individual youths by school personnel as well as understanding, genuine cooperation and encouragement are vital to all students. It is imperative that these positive unobtrusive environmental factors be favorable especially for disadvantaged youth.

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[5] Bernard Goldstein, Low Income Youth in Urban Areas: A Critical Review of the Literature (New York: Holt, Rinehart and Winston, Inc., 1967).

Much of the critical assessments of vocational education may at best be termed stereotypic and have outlived their usefulness. However many of the programs have not faced the challenge of providing more than minimal training for terminal positions for disadvantaged youth. Where efforts have been made in few specific approaches, climate, additive components in special services, guidance, tutoring, etc., have emerged as successful factors in local experimentation. Flexibility in the school setting as well as the curriculum does not imply a destructive permissiveness. Structure and functionalism can dovetail with a suitable and encouraging climate for learning. The programs which may have promise are those in which discipline and levels of expectations which are realistic for the needs of individuals are personally set and both teachers and students are involved in the process of teaching and learning. Mutual understanding and respect positively encourage alienated youth far more than new engines or possibilities for learning rudiments of a technology.

Although few of the vocational programs reviewed tended to stress survey approaches for pre-vocational students, this approach may offer the student in early school years the opportunities to make choices and to defer final commitments to specific skill areas. Pre-secondary exposure to vocational technical choices will provide vocational technical education with opportunities to speak to youth and to the needs of the culture. It is well known that dropouts occur in great numbers in 9th and 10th grades. The world of work could be part of a creative attempt to familiarize all urban youth with societal expectations and personal satisfaction. Opportunities do exist in large numbers on vocational education, and the need to disseminate this information is crucial. Post vocational opportunities can be viewed as part of the totality of the educational preparation of youth for adult roles.

Curriculum. According to Tyler,[6] in developing any curriculum or plan of instruction, there are four basic questions which must be asked and answered. These are:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained?

In dealing with the first question, the curriculum planners for vocational education should look to a variety of sources in determining educational objectives. These sources must include the learner and his contemporary environment

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[6] Ralph Tyler, Basic Principles of Curriculum and Instruction (Chicago: The University of Chicago Press, 1968).

(outside of school). The essentialist viewpoint which emphasizes accumulated knowledge as the basic source of objectives has only a proportional place in the modern curriculum; and this is especially true of vocational programs for the disadvantaged. A primary determinant of these objectives must be the needs of the learner as shaped by his life outside the school.

A further source of educational objectives is the subject specialist. The subject specialist, however, in order to make a viable contribution, must know a good deal about the characteristics, and goals of the population the intended curriculum will ultimately serve. Too often, because of this lack of knowledge, specialists at the state and even local level, devise curricula for the disadvantaged which are inappropriate for many of the students they reach.

Once these objectives are developed, they should be sifted through two screens in order to eliminate both conflicting and impossible objectives. The educational and social philosophy to which the vocational school is committed may operate as the first screen, and the known principles of learning may serve as the second.

In selecting educational experiences for the student it should be recognized that there are generally several approaches to attaining the same objective and students, given their varying degrees of ability, interests, etc., should have the opportunity to choose their own paths. Similarly, students should have direct and satisfying experiences with whatever skill or performance the behavioral objective seeks to achieve.

The elements of the school-wide curricula should be organized so that there is continuity, sequence and integration. Continuity deals with the vertical strand of important curricular elements which should be carried through from year to year. Sequence refers to the developmental aspects of this sequential thread (i.e., not repetition of the same element but broader and deeper approaches to it) and integration deals with the horizontal aspect of the curricular framework. This latter criteria is particularly important in the vocational setting. The vocational-technical student should have the opportunity to get a comprehensive and unified view of the relationships between his academic pursuits and his vocational pursuits and the inter- as well as intra-relationships of both.

Finally, the effectiveness of the planned curriculum must be evaluated with a view to improving the student experience and his ultimate behavior. Of evaluation, Tyler says:

> It should be clear that evaluation then becomes a process for finding out how far the learning experiences as developed and organized are actually producing the desired results and the process of evaluation will involve identifying the strengths and weaknesses of the plans. This helps to check the validity of the basic hypotheses upon which the instructional program has been organized and developed, and it also checks the effectiveness of the particular instruments, that is, the teachers and other conditions that are being used to carry forward the instructional

> program. As a result of evaluation, it is possible to note in what respects the curriculum is effective and in what respects it needs improvement.[7]

The conclusion is clear: There is a critical need for vocational education to look beyond the traditional curricular offerings and begin to blend with the urban milieu in which vocational education can play such a vital role. The additives to the teaching of skills will make the difference for urban youth and their families. Active involvement in terms of student and staff as well as school and community is sadly lacking. One answer lies in the willingness of schools to resense responsibilities and allocate priorities in areas that do not appear on the traditional surface as "academic" or "school-oriented."

Recommendations

The accumulated evidence in this study and others suggests that the majority of disadvantaged youth in our inner cities do not participate in highly effective exemplary programs designed especially to meet their needs. However, the findings suggest that a number of experimental programs included several segments which showed some promise for future planning. It is clear that these successful-appearing segments have not been evaluated and that on the surface they only provide benchmarks for future exploration. In this context, then, the Massachusetts schools appear no more or no

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[7] *Ibid.*, pp. 68-69.

less successful in meeting the needs of disadvantaged urban youth. The benchmarks are being set by some programs in this country albeit with the all too common omissions of evaluation, follow-up, data gathering and organizational integration of exemplary segments, into cohesive programs. In general, the American public schools have managed, by curricular and sociopolitical gerrymandering, to exclude many youth in our urban centers. That disadvantaged youth do survive the rigors of city life and deprivation as well as hostile school environments is a commendation for the tenacity of youth.

In light of the findings in Chapter II, certain generalizations can be made:

1. A nationwide search yielded no truly exemplary programs for disadvantaged youth according to the criteria described in Chapter I. A few programs which were attempting experimental approaches were studied. Of these, some features did emerge that appear to have applicability to program planning for disadvantaged urban youth.

2. An encouraging, supportive environment enhanced the efforts of program objectives and possible success of experimental approaches. Where students, in combination with teachers and administrators, set objectives which were realistic and flexible, performance levels increased. In Portland, for example, students made a commitment to a specific skill training program and clearly understood the relationship between the individual effort required to achieve course objectives and

the role of the teacher as a resource in helping the student achieve those objectives. Students participated in an atmosphere that was clearly one especially provided for them. In this environment, student responsibility and effectiveness were encouraged.

3. Positive teacher morale provides cohesiveness and this sense of unity is a vital factor in program success. Where positive teacher morale existed, it coincided with school setting which did not replicate the traditional public school setting. Teachers did not perceive themselves as part of the total public school system. They frequently discussed, with the researchers the "complete" freedom they felt in an environment they had chosen, and further, in which they had had some involvement in the planning and execution of the programs. Teachers in the Portland and Oakland programs clearly had chosen to work with the disadvantaged. They felt unencumbered by many of the rules and regulations which they felt did not apply to their students. Discussions with these teachers revealed a sympathetic awareness of the special needs of their students. These teachers appeared to be aware of community tensions and conditions which, in their view, were inextricably interwoven with learning and schooling.

4. Reentry, a process that many times only serves to finalize the dropping-out-of-school procedure, was, in the most flexible of programs, left to the discretion and willingness of the student. Students clearly understood that the school was

open for them, teachers were there to help them and the responsibility was theirs.

5. Segments of various programs that served some disadvantaged youth were highly susceptible to community and institutional criticism. For example, where programs did exist, they served small numbers of students. Large numbers of youth in our inner cities who can be culturally economically and academically termed disadvantaged were conspicuous by their absence. In some situations, the majority of the school and community could be termed disadvantaged, yet only a small number were allowed the luxury of additional services available in experimental programs. Ethnic minority groups were not in great numbers in these select programs. In essence, the youth that require compensatory experiences in vocational-technical education settings appeared not to be the recipients of such experiences.

6. Administrators and teachers were enthusiastic about local industry and school cooperation. They pointed with pride to the numbers of students in the vocational-technical school who affiliated with local industries. Upon closer examination, the disadvantaged were either minimally involved in such efforts or not at all. It appeared that work experiences and cooperative school-industry programs were clearly designated for those students who would succeed. Administrators may wish for student success when the reputation of the school is at stake, and it may be true that the disadvantaged are viewed by administrators

as being "high-risk" in terms of placement and long-term success. However, while the "high-risk" argument may have a kernel of truth, it is imperative that placement of students in out-of-school cooperative ventures be made available along with interschool supportive services to assist them whenever possible. In general, vocational-technical schools placed students in cooperative programs who would in all probability succeed and would not require use of additional services and personnel.

7. The paucity of data with regard to student characteristics, cost-effectiveness, and longitudinal follow-up studies all lend credence to the notion that programs expanded or contracted without formal, objective measures.

The following recommendations are made as a prelude to planning for specific programs for disadvantaged youth in the Commonwealth of Massachusetts.

1. Major Considerations: Early introduction of vocational education.

Psychologically supportive school climates.

Implementation of ungraded classes.

Strategies and approaches must be planned for introducing the concepts and opportunities of the modern world of work to disadvantaged youth in early years. It is recommended that programs be developed from early grades and progressively intensified in content and depth until the 8th and 9th grades when initial exploratory choices can be made by the student.

Since the majority of school dropouts occur in 9th and 10th grades, exemplary programs should be instituted at these levels.

It is the contention of this recommendation that the entire school population could benefit and especially the disadvantaged urban youth if the academic and vocational-technical opportunities dovetailed earlier and with increasing intensity. The technology of the present and future requires all students to be cognizant of the changing world of work as well as the opportunities in the future.

Variations in the environment have the greatest quantitative effect on a characteristic during its most rapid period of change and the least quantitative effect on the same characteristic during its least rapid period of change.[8] It follows then that since the greatest development of a characteristic generally takes place during the early years and proceeds at a decelerating rate, it seems logical that the environment (physical, educational, psychological) is of greatest and most critical importance at this early or developmental stage of growth.

The implications this principle has for education in general and the present study in particular are that any effort, any curricular thrust, any innovative approach, designed to encourage positive attitudes or certain student behaviors related to scholarship or preparation for the world of work, must come far earlier than the high school or even the junior high school years. Headstart and Followthrough programs are supportive of this premise. The middle school years, however, generally remain in need.

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[8] Benjamin Bloom, Stability and Change in Human Characteristics (New York: John Wiley and Sons, Inc., 1964).

It has been indicated that a characteristic such as vocational interest exhibits a very rapid development in the period from ages 14-20.[9] This, however, may be expressed interest on the part of students in response to social expectation which seriously focuses on the individual's vocational interest at this time for the first time in his life. Thus, early introductory knowledge about the world of occupations may prove more fruitful than the present, somewhat belated, approach. More importantly, however, is the student's concept of himself and his place in the school. Too often the urban disadvantaged have negative views of both. More attention must be paid to developing psychologically supportive school climates. One approach is the introduction of the ungraded classroom and another is the more adequate preparation of special urban teachers. The latter will be discussed in greater detail in another recommendation. A good example of the ungraded approach at the secondary level was in evidence at the Portland school. Students working at their own pace in academic as well as vocational areas had little reason to feel the pressures of falling behind their peers due to extended absences or limited abilities. It is only when the same standards of speed and correctness are externally imposed and expected from all that fear of failure or humiliation and other detrimental behaviors are evidenced.[10]

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[9] Ibid., p. 205.

2. Major Considerations: Community involvement in program planning.

Sociological expertise in program planning.

Future program planning for disadvantaged urban youth should include thorough ecological examinations of local populations, projected urban work opportunities, ethnic and racial in-migration and immigration as well as opportunities for community involvement in planning and execution of exemplary programs for the disadvantaged. The use of urban sociologists and expertise from city planners, industrial management, as well as local and national educational assistance, is imperative in the planning and successful execution of special programs. Most current efforts appear to be planned and executed in a vacuum. Of all the efforts of our schools, vocational-technical education has the potential of unifying community and school in providing youth with meaningful and productive experiences.

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[10] M. Brearley and E. Hitchfield, Reading Piaget (New York: Schocken Books, 1966).

3. Major Considerations: Introduction of flexible scheduling.

Greater use of technological aids--both hardware and software.

Individual pacing.

It is recommended that planners for special programs for disadvantaged youth in the Commonwealth of Massachusetts examine carefully the possible contributions of individualized instruction, as mentioned earlier and as provided for in flexible scheduling. Flexible curricular offerings appear to offer a productive avenue for successful educational offerings. Because of the unique attitudes toward school on the part of many urban disadvantaged youth, it is mandatory that each student be assisted in learning at his individual level of needs. Programmed learning materials and a wide range of teaching devices should be explored in terms of individual pacing within larger program planning efforts.

4. Major Considerations: Sensitization of school personnel to specific student populations via in-service coursework, workshops, and community experiences.

It is recommended that the teachers and administrators of those schools that include disadvantaged urban youth be specially trained and prepared via graduate offerings and/or in-service experiences to work with urban disadvantaged youth. Teacher viarables that appear to hold promise for these youth are teachers and administrators who:

a. have had specialized training and experience in cross-cultural understanding (sociology, minority groups);

b. are sensitive to the uniqueness of urban youth; i.e., their language, life style, and needs (adolescent psychology, race relations, community action programs);

c. are familiar with educational technology and media that provide for flexibility and an array of curricular possibilities (media and technology workshops);

d. are familiar with flexible scheduling and the philosophical implications of individual student progression and learning (flexible scheduling workshops, curriculum planning, educational psychology); and

e. are willing and eager to work with disadvantaged urban youth (social welfare agencies, community involvement).

Research indicates a cluster of characteristics for these teachers: teachers in their late 20's or early 30's, teachers who can identify with the groups they are teaching, and who are skilled in language and customs of the students.[11]

5. Major Considerations: Reexamine reentry procedures.

Provide for resumption of studies without penalty (see Recommendations 1 and 3).

It is recommended that reentry procedures for disadvantaged students in urban schools be reexamined in the light of students' attitudes toward school, community, and home. A possible deterrent to many disadvantaged urban dropouts is the element of delayed reentry.

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[11] Gordon and Wilkerson, Compensatory Education for the Disadvantaged, Programs and Practices, p. 3.

Antipathy toward school as an institution is intensified when reentry into a school or a particular program is delayed by rigid rules and regulations. Discussion with some school administrators revealed exceptional time lags between initial student request for readmission and actual student reentry. In some cases entire semesters elapsed before the student was allowed to reenter the school program. In others the dropout-reenter penalty was for students to be dropped back a grade. Little effort was made to contact the student during periods of suspension or after expulsion. If contact was made, it was a student- or family-initiated contact with the school. With disadvantaged youth, research clearly indicates the reluctance of family and youth to reaffiliate with an institution that has in their view rejected them.

6. Major Considerations: Accurate, comprehensive data collection and retrieval system in all schools especially for in-school utilization.

Initiation of formal, long-term evaluation procedures for all experimental programs to be executed at the local, individual program level.

It is recommended that vocational-technical educators initiate and insure continuous evaluation within the planning and execution of programs for the disadvantaged. Personnel and in-school facilities must be made available within each program for an effective data bank that has direct meaning in terms of feedback for school and community for an on-going program. Interpreted results of such data collection should be readily available as programs are developed, implemented, and modified. Longitudinal data with reference to placement and job satisfaction as well as change in socioeconomic status; i.e., housing, consumer consumption, additional schooling, etc., are dimensions which can assist planners and practitioners.

It is clear that present programs have data gaps which impinge upon creative and productive program evaluation. When data are gathered, they are frequently for state or federal reports and unfortunately have little or no referential meaning for existing conditions within programs, schools, or student bodies.

7. Major Considerations: Further analysis of successful approaches, both curricular and attitudinal segments to be examined.

Cooperative development of a master plan in vocational education in Massachusetts for the disadvantaged.

It is recommended that the vocational-technical educators in the Commonwealth of Massachusetts pursue further avenues suggested or implicit in this initial probe. As previously mentioned, segments of apparently successful programs need extensive review and possible adaptation for particular needs of the Commonwealth. Every effort should be expended to continue planning specialized programs for the disadvantaged. It is further recommended that a team of researchers, including vocational-technical educators, guidance specialists as well as teachers, administrators, and students, develop a master plan for the Commonwealth of Massachusetts. It is imperative that both local, state, and federal assistance be given this pressing and crucial need. The paucity of curricular planning for urban disadvantaged youth must not continue.

Federal funding should be a primary stimulus for planning programs with state and local communities assisting and having great responsibility for execution, evaluation, and expansion of such exemplary programs that may be designed.

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Appendix

Appendix A

Survey Questionnaire*

and Introductory Letter

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*Sent to all R.C. Units in the 50 states, Puerto Rico and District of Columbia from the office of Mr. William Conroy, Director, R.C. Unit, Woburn, Massachusetts, Spring, 1969.

The Commonwealth of Massachusetts
Department of Education

Research & Development Center

Olympia Avenue, Woburn 01801

RECEIVED
JAN 15 1969
DIVISION OF
VOCATIONAL EDUCATION

January 10, 1969

Dear Director:

We are conducting a study in the area of disadvantaged youth in vocational-technical education in Massachusetts.

In this study we are limiting our focus to students in specialized vocational-technical schools, i. e. vocational technical schools that are total self-contained educational entities. We are not concerned with so called vocational departments that is part of a comprehensive high school in this study.

We feel we don't want to re-discover the wheel - so we would appreciate your filling out the enclosed questionnaire and returning it.

Thank you,

W. G. Conroy
William G. Conroy, Jr., Director
Massachusetts RC Unit

WGC/dlm

Enclosure

This questionnaire is designed to discover if there are programs or systems within specialized vocational-technical schools which were developed to improve the so called disadvantaged student's opportunity to succeed in vocational-technical education. These programs or systems would be in addition to the regular program of vocational-technical education and would be currently in operation.

Examples of these kinds of programs might be:

A Big Brother Program:	Whereby a senior, or maybe a member of the community, assumes some responsibility for an incoming disadvantaged student.
Extended School Year:	Whereby disadvantaged students come to school during the summer for pre-vocational orientation and training and perhaps academic experiences. These students would then be absorbed into the regular vocational programs.

QUESTIONNAIRE

We do have the kind of programs described on the questionnaire in our state. . . . . YES______ NO______

Name and Address of School	Name and Description of Program
______________________________	____
______________________________	____
	____
	____

Would you object to our visiting the programs . . . . YES______ NO______

Additional Comments

____

____

____

____

____

____

____________________	______________
Director	State

Appendix B

Affirmative Responses to National Survey of Research Coordinating Units.

Table A

States Responding Affirmatively to Survey of R.C. Units

1. Colorado
2. Connecticut
3. Georgia
4. Kentucky
5. Nevada
6. North Carolina
7. Ohio
8. South Carolina
9. Utah
10. Vermont
11. Washington
12. Wisconsin
13. Wyoming
14. Puerto Rico

Table B

Location, Contact and Program Descriptions of Special Programs for Disadvantaged Youth

State: Colorado

City: Boulder

Contact: James L. Burden
Assistant Superintendent of
Work-Study and Special Needs

Address: Industrial Cooperative Education
Boulder Valley Vocational-Technical
Center
Boulder, Colorado

Description Forwarded: We have only the one area vocational technical school with programs for the people with special needs. We do have several Occupational Work Experience programs for the special needs, but they are in various high schools.

State: Connecticut

City: Norwalk

Contact: Herbert Righthand
Chief, Bureau of Vocational Studies

Address: Center for Vocational Arts
350 Main Avenue
Norwalk, Connecticut

Description Forwarded: A program to provide training in semi-skilled and service level occupations for school-alienated youth. A broch is available.

State: Georgia

City: Albany

Contact: H. D. Waters, Director

Address: Albany Area Vocational-Technical
School
1800 Slappey Drive
Albany, Georgia 31705

Description Forwarded: LEEP Program: (Learning, Earning, Education Program): Students are given two hours per day of Basic Education, two hours in Counseling and Guidance, Orientation and other relevant aspects of the world of work, and two hours in General Vocational Training for twelve weeks. At the end of the 12 week period, students are either placed on jobs full-time or they can work full time and attend the evening program for more advanced training or enroll in the regular program if they have progressed to a point where this is possible.

This is a pilot program which began in September of this fiscal year. We have three additional programs of the same nature described above. These are located at:

Savannah Area Vocational-Technical School
Atlanta Area Vocational-Technical School
Gainesville Area Vocational-Technical School

State: Kentucky

Contact: Dr. Carl F. Lamar, Director
or Christine Wallace,
Coordinator of Special Programs

Address: Bowling Green Area Vocational School
P. O. Box 6000
1845 Loop Drive
Bowling Green, Kentucky 42101

Description Forwarded: Reading Project for students enrolled in Special Needs Program. This program will determine if the addition of a reading improvement program contributes to self-concept, school relations, course achievement, and reading skills. There are 60 students in this program which will continue through the school year.

State: Kentucky

City: Covington

Address: Northern Kentucky Area Vocational School
Amsterdam Road
Covington, Kentucky 41011

Description Forwarded: Pre-Vocational and Job Orientation for 120 members of the National Youth Corps. This is a joint project between NYC and vocational education. This is an effort to motivate out-of-school youth to avail themselves of the vocational education necessary to become fully employed. This project will begin in February of 1969 and will run for six weeks.

State: North Carolina

Contact: Kenneth Oleson, Assistant Educational Director,
Occupational Programs

Address: Department of Community Colleges
State Board of Education
Raleigh, North Carolina 27602

Description Forwarded: Many of the post-secondary institutions provide a guided studies or developmental program for the disadvantaged. These are pre-vocational or pre-technical in nature. Upon completion the student is directed into a vocational or technical program. Programmed learning materials are also utilized to provide a similar function for individual students. Further information could be obtained from our institutions. A directory is available.

State: Ohio
Contact: Byrl Shoemaker, Director

City: Perrysburg

Address:
Penta County Joint Vocational School
Oregon Road
Perrysburg, Ohio 43551

Description Forwarded: Occupational work experience and rehabilitation unit--summer operation.

State: Ohio

City: Cincinnati

Address:
The McMillan Center
608 East McMillan Street
Cincinnati, Ohio 45202

Description Forwarded: Year-round center for rehabilitation and job preparation.

State: Puerto Rico

City: Caguas

Address:
Caguas Vocational High School
Caguas, Puerto Rico 00625

Description Forwarded: Courses for vocational rehabilitation: 1) Cabinet making; 2) Power sewing machine operation

These programs are sponsored by the Vocational Rehabilitation Division. This program provides teachers' salaries and materials. The Area for Vocational and Technical Education cooperates in the programs by providing the facilities of the vocational schools.

In addition, special courses are organized in vocational school for persons with special needs. These are usually youth referred from other government agencies like the Bureau of Public Welfare and the Labor Department.

State: South Carolina
Contact: George Smith, Jr.

City: Union

Address:
Union High School
Box 628
Union, South Carolina 29379

Description Forwarded: Union Area's Pilot Junior Vocational Program: This Program is in its second year and has approximately eighty students enrolled. We feel the key to this program is the attention given to the students by the guidance personnel.

The program fills an educational void between special education and the regular academic and vocational education program. Twenty-five per cent of the students have been placed in part-time jobs by efforts of the counselors.

State: Washington

City: Olympia

Contact: Wallace Thoemke, Program Director

Address:
Special Needs
Division of Vocational Education
Olympia, Washington

Description Forwarded: Under the MDTA of the state of Washington, we have an individual referral system that in my opinion has influenced schools in our state, (which are comprehensive in nature), to change toward helping the disadvantaged youth. 90% of individuals helped through our MDT planning meet the disadvantaged criteria guidelines. All special schools, other than private, are supervised and directed by local school districts or State Community facilities to meet the disadvantaged student needs. We do not have any public programs supervised by our state offices at this time.

State: Wisconsin

City: Milwaukee

Contact: C. L. Greiber, State Director

Address:
Board of Vocational, Technical and Adult Education
137 Wilson Street, East
Madison, Wisconsin 53703

George Patten
Opportunities Industrialization Center
Milwaukee, Wisconsin

Paul Hansen
Pre-Vocational Program

Description Forwarded: In most districts: Adult Basic Education providing basic education to adults with less than 8th grade level education.

Most districts: Adult High School diploma or equivalency programs providing educational opportunities to adults with at least 8th grade level to achieve a high school diploma or equivalency certificate.

Most districts: Pre-technical program--provides the needed skills and concepts for individuals who lack the requirements for entrance in specific occupational preparatory programs.

Madison and Milwaukee: Collegiate parallel programs--provide adults who are economically disadvantaged the opportunity to achieve a two year liberal arts program.

Appendix C

Data Sheet

SUMMARY DATA

I. GENERAL INFORMATION

1. Location: 2. School Name:

3. Town Population: 4. Kind of School:

5. School Enrollment: Males ______ % Females _______ %

6. Vocational Enrollment: Males ______ % Females _______ %

7. Grades: 8. Number transfers from comprehensive or other high schools _________ annually

II. STUDENT CHARACTERISTICS

1. Average Student Age: ____ for grades ____ 2. Average Academic Retardation _____

3. Race/Ethnic: White ____ % Negro ____% Spanish American ____% Other _____%

4. Family Income under $3,000 _________%

5. Primary Occupation of Head of Household: ________________________________

6. Did parent attend vocational school ____%; Highest grade attained by bread winner: ______________

III. PROGRAM AND INSTRUCTIONAL INFORMATION

1. Age of Program: ______________ 2. Diploma/Certificate: ________________

3. Class size: Vocational _________ Basic Education ____________

4. S/I Ratio: Vocational _________ Basic Education ____________

5. School Day: Vocational _________ Basic Education ____________

6. Course Failure Rate: Vocational _________ Basic Education ____________

7. Vocational Offerings:

Field	Number of Teachers
______ agriculture	______
______ business and office education	______
______ distributive education	______

_____ home economics _______

_____ trade and industrial education _______

_____ health occupations _______

_____ exploratory program describe: ___________________________

_____ other describe: ___________________________

8. Work Study Program _______________; ________ % participating

9. Program for: _____freshmen _____sophomores _____juniors _____seniors

_____all _____other

10. Student Selection Process:

Regular program	Special program	
_____	_____	School/Teacher required to take all who are sent
_____	_____	School/Teacher takes all who are interested
_____	_____	School/Teacher and administrator select from all who are interested
_____	_____	School/Teacher selects from those referred by other schools
_____	_____	Guidance counselor selects all those who meet qualifying criteria and provides teacher with list from which teacher selects
_____	_____	Cooperative selection committee composed of vocational teacher, guidance counselor, administrator, and certain teachers made decisions on basis of tests, records, and observed student abilities
_____	_____	Other (Describe) _______________________

11. Absentee Rate: _____% daily 12. Counselor/student ratio: __________

13. Program Maintenance:

___% Local funds ___% Vocational Education Funds (P.L. 88-210)

___% State Aid ___% P.L. 89-10 Elementary and Secondary Act 1965

___% Other (briefly describe) ______________________________________

14. Program Evaluation:

A. Frequency ____

B. Method ____

C. Participants:

____Instructor

____Local Supervisor

____Principal

____Superintendent

____Board of Education

_____State Vocational Supervisor

_____State Department of Education

_____Advisory Committee

_____Other (please list) ______________

____

D. Is there a centralized information system? ____yes ___no

E. If so, is it computerized? ____yes ____no

F. Does it include program data as well as institutional data? ___yes ___no

15. Curriculum outline and materials available: _____yes _____no

16. Extra Curricular Activities: __________music__________sports__________other

17. Vocationally related clubs: ______________________________

% Participating: __________

18. Special Services Information:

Personnel	None now, but needed	Full Time	Part-Time	On Call
Psychologist	____	____	____	____
Curriculum specialist	____	____	____	____
Vocational supervisor	____	____	____	____
School counselor	____	____	____	____
Vocational Guidance Personnel	____	____	____	____
Social worker	____	____	____	____
Reading specialist	____	____	____	____
Speech therapist	____	____	____	____

Physical therapist	____	____	____	____
School nurse	____	____	____	____
School doctor	____	____	____	____
Others (please list)	____	____	____	____
________________	____	____	____	____
________________	____	____	____	____

IV. TEST DATA

	Reading	Arithmetic	IQ
Grade			
N			
Score			

V. DROPOUT/FOLLOW-UP DATA

1. Dropout rate: current ____% Prior to new program ____% regular school ____%

   Reason for drop out: ____job

   ____alienation

   ____family problems

   ____pregnancy

   ____marriage

   ____other

   ____other

   ____

2. Post high school: Job placement ____ Advanced schooling ____ apprenticeships ___

3. Agencies outside the school system which are involved in helping the student in this program to become more employable or in locating employment:

   ____Business or trade associations

   ____State Employment Agency

_____State Rehabilitation Agency

_____Probation Department or Officer

_____Private Employment Agencies

_____Local Industry and Businessmen

_____Other (please list)

____

____

4. Retention Rates: Job _________ Post secondary ___________

5. Evening courses: _____yes _____no

6. Offerings: ____

7. Re-entry procedures for dropouts: ____

____

VI. PLANT AND STAFF DATA

1. Age of buildings: __________ 2. Age of equipment: __________________

3. Average age of teachers: ___ 4. Degrees earned: ___% non degree; ___% BA

___% MA; ___% beyond MA

5. Institutes: ___________

Workshops: ___________

Extension: ___________

Other: _______________

6. Staff's related occupational experience:

Teaching assignment	Work experience	Number of years of work experience
__________________	_______________	__________________
__________________	_______________	__________________

7. Teaching assistants ______________________ lab assistants _____________

Teacher aides ______________________________ Community assistants _______

Other, ____________________________________

Appendix D

Names, Locations and Contacts of Selected Schools

School Name	Location	Contact
Boston Boys Trade High School	Boston, Massachusetts	Edward Terrenzi, Principal 550 Parker Street Boston, Massachusetts
Boston Girls Trade High School	Boston, Massachusetts	James McDonough, Principal The Fenway Boston, Massachusetts
Springfield Trade High School	Springfield, Massachusetts	Edward Kozior, Principal 1300 State Street Springfield, Massachusetts
Manatee Area Vocational and Technical Center	Manatee, Florida	Joseph Leatherman, Principal 5603-34th Street, West Bradenton, Florida
Grant High School	Oakland, California	William Fortman, Director of Vocational Education 1025 2nd Avenue Oakland, California 94606
Urban Center at Troy & Albany	Troy, New York Albany, New York	Abraham Bolgatz, Director Urban Center S.U.N.Y. Washington & Front Streets Troy, New York 12180
Vocational-Technical School of Rhode Island	Providence, Rhode Island	Joseph Rocchio, Principal Corliss Park Providence, Rhode Island
Vocational Village	Portland, Oregon	Richard Boss, Director 725 S. E. Powell Blvd. Portland, Oregon

Appendix E

A Partial Directory of Programs for Disadvantaged Urban Youth*

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*As found in New Programs in Vocational Education, The Research Council of the Great Cities Program for School Improvement, 228 North LaSalle Street, Chicago, Illinois, 1964.

Compensatory Education for the Disadvantaged, Programs and Practices, E. D. Gordon and D. A. Wilkerson, CEEB, New York, 1966.

It is possible that many states not represented are planning new programs for the fall of 1969. Some of the listed programs may have been expanded and others may have been curtailed due to funding, lack of personnel or other administrative contingencies. The list is provided as a general source to provide the reader with a sample of types of approaches to programming for disadvantaged urban youth. Additional information may be available as many more communities plan and develop special programs for disadvantaged urban youth.

State: Arizona

City: Phoenix

Contact: John McBride, Executive Director
Careers for Youth
P. O. Box 2326
Phoenix, Arizona

Description: Careers for Youth is a private pupil motivation program designed to help disadvantaged children raise their self-concepts and so motivate them to develop maximally their capabilities.

Date begun: January 1, 1960

Target population: Eight hundred disadvantaged pupils, 400 in two high schools and 400 in 11 elementary schools in inner-city areas, organized into "career clubs." Population roughly one-third Negro, Mexican-American, and Anglo, selected on basis of principal and teacher judgements that children would profit from opportunity.

Per pupil costs: $75

Sponsoring group: Private solicitations and Choate Foundation (Ford Foundation grant ending 1965 for research).

Staff: School personnel, nonschool personnel, administrator, professional counselor, school coordinator.

Services: Career Clubs organized commencing at seventh grade and continuing through grade 12 with high school clubs organized in four vocational interest areas; extensive contact with successful people from world of work through visiting speakers and field trips to places of work; enrichment program includes field trips to concerts, art galleries, museums, theaters, and so forth, motivation trips to junior colleges and universities, government offices; participation in recreational activities, sports events, picnics, scenic outings, and so forth; in-city camp summer day program and integrated sleepaway camp; educational, vocational, and personal counseling; scholarship aid to purchase high school textbooks or for post-high school education.

Evaluation: Two year Ford Foundation financed research study entitled Phoenix Pupil Motivation Project, concluded September, 1965. Report completed January, 1966.

State: Delaware

City: Wilmington

Contact: Mrs. August F. Hazeur
Pyle School
5th and Lombard Streets
Wilmington, Delaware

Description: Project Boys is a program designed to lift the aspiration level of a group of boys in a slum neighborhood through contact with successful members of the community.

Date begun: September, 1963 (preceded by pilot, August, 1959-September, 1962).

Target population: Boys in Pyle School attendance area.

Per pupil costs: $2

Sponsoring group: Volunteers and local school board.

Staff: Regular school staff and numerous individuals and groups of men from greater community.

Services: Social therapy for project boys by neighborhood settlement house group workers during regular school hours; high school graduates from community brought in to speak and talk about their own childhood and present lives and work. Assemblies featuring talks on job opportunities by successful men whose formal education ended with high school graduation. Men's Day Luncheons where business and professional men join the boys.

State: District of Columbia

Contact: John Koontz
Assistant Superintendent
Junior and Senior High Schools
Franklin Administration Building
Washington, D. C.

Description: MacFarland-Roosevelt Guidance Project is a longitudinal study providing intensive personal attention over a six-year period to a group of disadvantaged students in order to determine whether such a concentration of guidance, remedial work, and enrichment can help them fully develop their talents.

Date begun: September, 1959

Target population: One hundred and fifty students, predominantly Negro, who were graduated from high school in June, 1965.

Sponsoring group: Eugene and Agnes E. Meyer Foundation and local school district.

Staff: Counselor, social worker, remedial reading and mathematics teachers, psychiatrist, psychologist, therapist.

Services: Remedial reading and mathematics; individualized developmental reading program; cultural enrichment; clinical program to help pupils analyze their abilities and improve their own adjustment; intensive and individualized guidance; parent education program.

Evaluation: Final report completed and available.

State: Florida

City: Tampa

Contact: Richard G. Roland
Coordinator, Work-Study Program
Hillsborough County Schools
P. O. Box 3408
Tampa, Florida 33601

Description: The Work-Study Program is a project which tries to give the potential dropouts a realistic work-study experience to encourage them to continue their education or, if they do drop out, to assist them in making the school to job transition and avoid unemployment.

Date begun: September, 1963 (preceded by pilot program, January-June, 1963.

Target population: Forty-five hundred junior high school pupils at least 14 years of age identified as nonacademically talented child-misfits and potential dropouts.

Per pupil costs: $305

Sponsoring group: Hillsborough County School System

Staff: Team of teacher, principal, guidance counselor, and work-study coordinator for each group of 20 to 25 students.

Services: Teacher works directly with approximately 25 children in morning study curriculum concluding with hot lunch; work-study coordinator liaison between school, employer, and parents, and finding student jobs; maximum student work five hours a day, five days a week; students protected by insurance and work in nonhazardous occupations. On-the-job visiting, job counseling.

Services: Three-part program which includes: Double C (Census and Counseling) aimed at locating dropouts, contacting them, and bringing them into either a school or a work situation; Double E (Education and Employment), a work-study program involving 12 hours of classes and 24 to 32 hours of on-the-job experience in clerical or merchandising work; and Double T (Training and Transition), a program which provides short-term pre-employment training for such occupations as hospital aide, needle-trades work, service-station attendant, and so forth; follow-up by counselors to age 21. Multi-occupations program established March, 1965 subsequent to federal grant. Training in various vocational areas, from power-woodworking to pressing, provided with supportive literacy courses.

Contact: Arthur Lehne, Assistant
Superintendent
Vocational and Practical
Arts Education
Chicago Board of Education

Description: Various cooperative education programs, which provide supervised on-the-job training are increasingly prominent features of the regular educational program. Among the programs are Distributive Education (merchandising and sales), Office Occupations, Industrial Cooperative Education, Interrelated Instructional Program, Home Economics Related Occupations, and Cooperative Work Training. These programs include a minimum of 15 hours a week on the job plus a substantial amount of time devoted to job-related academic work.

Contact: Blanche B. Paulsen, Director
Bureau of Pupil Personnel
Services
228 North LaSalle Street
Chicago, Illinois 60601

Description: Youth in Program: Sixteen years of age or older, who are: 1) Potential dropouts, 2) Non-achievers, 3) Those whose ability is other than academic, 4) Those who are forced to support themselves or those who must contribute to family support and who are capable of graduation.

Description of Program-Work Internship: This cooperative work-study program for the type of young people described above includes placement in industry, according to ability; supervision by school guidance staff, and administration in terms of individual need; and utilization of all possible community job opportunities.

Goals and/or Evaluation: The purpose of the program is to assist the students who are not college bound to make an adjustment to work situations and to help the young people described to accept placement within their ability to perform.

State: Illinois

City: Chicago

Contact: Arthur Lehne
Assistant Superintendent
Vocational and Practical
Arts Education
Chicago Board of Education

Description: Education and Vocational Guidance Centers have been set up as a special facility for average pupils still in elementary school and likely to drop out when they reach school leaving age.

Date begun: February, 1962.

Target population: Eighteen hundred youths in eight centers, one or more years average for grade and still in elementary school.

Per pupil costs: Not determined.

Sponsoring group: Local school board

Staff: Teachers, counselors.

Services: Classes of not more than 20 pupils each, housed in separate school facilities housing no more than 350; pupils transferred to centers with parental consent beginning with most average; individual attention to reading and arithmetic skills to promote rapid completion of elementary school work and advancement into high school; extensive guidance and counseling; provision for 15-year olds to participate in work-study program under Vocational Act of 1963 to orient students to world of work; cooperative education programs for 16-year olds unable to reach sixth grade reading level and unable to continue education in general or vocational high school program; continued counseling for this group to assist in adjustment to world of work after they leave school.

Contact: Director, Urban Youth Program
Division of Work Experience
and Post-High School Guidance
64 East Lake Street, Room 1008
Chicago, Illinois 60601

Description: The Urban Youth Program is designed to provide counseling, training, and job-placement to unemployed and unemployable youth in order to fit them for employment and responsible citizenship.

Date begun: September, 1961

Target Population: Youth between 16 and 21 who are out of school and out of work.

Per pupil costs: Not determined

Sponsoring group: Local school board and MDTA funds (prior to 1965, school board only)

Staff: Director, principals, teachers, counselors.

State: Indiana

City: Indianapolis

Contact: Richard E. Emery, Principal
Wood High School
501 South Meridian Street
Indianapolis 25, Indiana

Description: Wood High School is a center-city school, serving a largely disadvantaged population, which has made use of extensive curriculum revision and innovation in order to provide an opportunity for education for students of varying ability.

Date begun: 1953

Target population: Students at the Wood High School

Per pupil costs: Not determined.

Sponsoring group: Local school district, civic groups

Staff: Occupational training teachers, counselors, principal.

Services: Extensive attention to providing instruction suited to individual abilities and needs of students; variety of occupational courses, some developed in cooperation with local industries; choice of academic-vocational or pure vocational training; orientation is toward providing for success in a job which may lead to return to academic program.

State: Maine

City: Livermore Falls

Contact: Mrs. Patricia Rowe
10 Millet Street
Livermore Falls, Maine

Description: Livermore Falls Program for the Less Academically Talented Student is a multi-grade program designed to keep potential dropouts in school through providing an adequate academic program combined with work preparation and experience. The project has served as a pilot model for the rest of the state.

Date begun: September, 1960

Target population: Fifteen elementary school and 12 high school pupils with IQ scores between 40 and 82 who have experienced repeated school failure.

Per pupil costs: Approximately $430

Sponsoring group: Local School Board

Staff: Subject supervisor, psychologist, home visitor, psychiatrist, physician, nurse, attendance officer.

Services: Individualized academic program with emphasis on practical approaches such as letter writing as a way of upgrading skills; mathematics; social studies; industrial arts training; homemaking courses; field trips; work experience program with half-time work junior and senior years for 10 academic credits; guidance and counseling.

State: Maryland

City: Baltimore

Contact: William J. Hucksoll
3 East Twenty-Fifth Street
Baltimore, Maryland 21218

Description: Youth in Program. Construction Trade Students: Students enrolled in Carpentry, Painting, and Decorating, and Trowel Trades courses in Carver Vocational-Technical High School.

Cooperative Work Experience: Students perform needed repairs on sub-standard homes owned by Social Security pensioners and recipients of Public Assistance who cannot afford to have the work done by private contractors. The home owners supply the needed materials; the students in the various trade areas supply the needed skills free of charge under the direction of their instructors.

The Baltimore Urban Renewal Authority identifies the homes needing repairs and determines the need of the owners for these services.

Labor unions have given their unqualified support to this project.

Goals and/or Evaluation: To provide practical work experience for students in the construction and related trades; to give a practical demonstration of the competencies of vocational students; to perform a needed service for the community.

As a result of this project, several realtors are using some of these students on a coordinated work-study basis. Several other boys have received offers of employment for the Christmas holidays.

Youth in Program: Potential Dropout: Youth of low average ability in the comprehensive high school who are interested in preparing for the world of work.

Vocational Preparation: This program provides vocational experiences of a less intensive and extensive nature than those available at the vocational-technical high schools.

Tenth grade students do exploratory work in the automotive, electrical, and printing shops. They are permitted to specialize in one of these areas during the eleventh and twelfth grades.

Ten periods of a twenty-five period week are devoted to shop and mechanical drawing. Instruction in mathematics and science is closely coordinated with shop activities.

Goals and/or Evaluation: To develop vocational competence; to provide a high school program that will encourage students to remain in school until graduation.

State: Michigan

City: Detroit

Contact: David Dombey, Director
Job Upgrading Program
Detroit Public Schools

Description: The Job Upgrading Program is a long established program designed to help disadvantaged young people become employable, find jobs and/or return to school.

Date begun: April, 1949

Target population: Each year, approximately 1,000 youths aged 16 to 20 who are out of school and unemployed, 70 percent Negro.

Per pupil costs: Not determined

Sponsoring group: Local school district, foundation, city groups.

Staff: Eleven teacher-coordinators, supervisor, project director

Services: Classroom instruction involving remedial reading, general enrichment and job-oriented subject matter; counseling and guidance; subsidized and supervised work experience; placement in full-time jobs with follow-up service.

Contact: Mr. Paul Hunt, Director
Detroit Special Education
Vocational Rehabilitation
Project
2918 Rivard Street
Detroit, Michigan 48207

Description: Youth in Program. Educable Mentally Retarded: Mentally retarded youth fifteen and one half years of age selected from culturally deprived areas of Detroit and from classes in special education where such youth are most prone to drop out at the age of sixteen.

Work-Study Program: The public schools, in combination with the Michigan Division of Vocational Rehabilitation, provide intense health, education, and welfare services to these least employable youth. Clients divide their time between in-school and on-the-job training programs. In addition, counseling, social group work, and health service are provided. Youth are continued in the program until matriculated into the world of work as employable persons.

Intake of youth is regulated by the research design and is stratified by IQ, race, and sex. The program will remain in continuous operation during its five year demonstration period, 1962-67.

Goals and/or Evaluation: To provide these youth with a skill developing program which will improve their employability and eventual level of vocational success. In addition, time is being provided to match the time that non-dropout youth ordinarily stay in school. Such skills and opportunities are identified with developing: Self-Management Characteristics, Self-Respect, and Self-Supporting Characteristics.

The program involves 144 youth in an experimental group with an accompanying observation being made on a 144 youth in a control group. Characteristics of these youth will be observed as it concerns their levels of employability and vocational success and to what extent various objectives of the program seems to influence these characteristics.

State: New York

City: New York City

Contact: Harry Wolfson
Assistant Superintendent
High School Division (Vocational)
Board of Education

Description: Summer Vocational High School Program is designed to prevent dropouts by providing for makeup of failed classes--and hence graduation on time--to vocational high school students.

Date begun: 1954

Target population: Forty-nine hundred vocational high school students in grades 10-12 who wish to make up subject failures.

Per pupil costs: $25

Sponsoring group: Board of Education

Staff: Ninety-six teachers, seven counselors

Services: Summer school program in five schools offering a variety of trade, shop and academic courses; regular vocational-school day does not provide a free or study period to allow for class makeup.

Contact: Richard Greenfield
Program Director
Job Counseling Center of the Board of Education
Metropolitan Vocational and Technical High School
78 Catherine Street
New York, New York 10038

Description: Job Counseling Center of the Board of Education is an experimental program of job counseling using a school setting, licensed school counselors, and job developers in day and evening centers.

Date begun: 1964

Target population: Some 2500 out-of-school boys and girls of high school age 16 to 21, or unemployed high school graduates.

Sponsoring group: Office of Manpower, Automation, and Training of United States Department of Labor.

Staff: Counselors, administrative counselors, job developers, vocational education teachers, basic education teachers, project historian, secretaries.

Services: One-to-one tutoring in remedial reading; prevocation orientation counseling to direct pupils back to school full-time or part-time with job; early job placement; tryout shops. Continued support of counseling and remedial reading; tryout shops, referred into various training programs.

State: New York

City: New York City

Contact:
Max Rubinstein
Assistant Superintendent
Junior High Division
Board of Education
110 Livingston Street
Brooklyn 1, New York

Description: Youth in Program. Potential Dropouts in Grades 7, 8, 9: Students in the junior high schools who have had difficulty with the traditional curriculum and who are alienated toward the regular school routine.

Career Guidance Program: At present there are 30 schools in the program with organized units of three classes. Each group of classes operates as a unit within the school, and has its own teacher counseling services and its own shop teacher.

Each child meets at least once a week with a guidance advisor assigned full-time to each school. A full-time Job Placement Supervisor at the Board of Education headquarters finds part-time jobs for some pupils, and full-time employment for those who drop out of school. This supervisor helps train the guidance advisors in each junior high school in the techniques of job canvassing and follow-up activities.

New, experimental courses of study in industrial arts, group guidance, and job placement, and in academic subjects are being used in these classes since September, 1963.

Goals/Evaluation. Goals: 1) To create positive attitudes toward self and society, 2) Provide corrective work in the three R's, 3) Occupational information and part-time job placement, 4) A specially designed curriculum based on needs and interests.

Evaluation: At present, the program includes 1,350 pupils and 142 teachers. Approximately 300 pupils have obtained part-time jobs through the efforts of Career Guidance advisors.

Contact:
Charles Savitsky
Coordinator
Board of Education

Description: Project III (orientation to work) is designed to provide opportunities to potential dropouts either for continued education or preparation for the world of work.

Date begun: 1965 (present format)

Target population: Students approaching ages 16 to 17 who wish to leave school for full-time employment and whose records indicate poor attendance, low reading grades, lack of scholastic success, and poor adjustment to school.

Sponsoring group: Board of Education

Per pupil costs: Not determined

Staff: Teachers, counselors.

Services: A daily one-period class entitled Project III (orientation to work) is offered for a full semester. Subject matter focuses upon school retention and pre-employment needs. Course may be counted for graduation and pupils are required to take concurrently three major courses. Certification of completion of course or its equivalent a prerequisite for release of student from school. Supportive assistance for pupil retention through counseling with students and their parents emphasized. Among the alternatives to the students leaving school after certification of completion of Project III (orientation to work) are part-time work, enrollment in the neighborhood Youth Corps or other supplementary financial assistance, and referral to evening high schools.

Contact: Dr. Mary Meade
Assistant Superintendent,
High School Division
Board of Education
110 Livingston Street
Brooklyn 1, New York

Description: Youth In Program. Potential School Dropouts, 15 plus years: In the main, 16 year old sophomores selected on the basis of irregular attendance, poor performance in studies, and lack of adjustment of the school situation.

S.T.E.P. - School to Employment Program: Begun as a pilot work-experience program in two high schools in 1955, it has expanded to include 15 high schools, one junior high school and one "600" school. It is supported jointly by the N.Y.C. Board of Education and the State Education Department.

It combines daily afternoon work experience (in private industry or in school-work assignment; regular wage or stipend) with a program of school subjects in the morning in classes of 20-25. Acceptance for the program is predicated on a willingness and consent by both parents and students, in spite of their poor records. It is an effective in-school operation of a "second-chance" program, supportive, and temporary.

The basic program design keeps the group intact for two periods of the day under STEP orientation, but assigns them to two other subject classes in the regular track. In this manner, they are not separated from the mainstream of the school. The students meet daily with a teacher-coordinator in a double class period with a great deal of instructional emphasis on job guidance and related subjects.

Provision is made for individual conferences and visits by the coordinator to places of employment, homes, and social agencies. Feedback from visits to jobs is used in group and individual instruction.

Goals/Evaluation. Goals: to motivate potential early school leavers to remain in school.

To prepare those who leave before graduation for a smooth entrance into full employment.

Evaluation: 1) The percentage distribution of 473 students enrolled during the year was: 25.1% discharged, 43.8% resumed regular program, 29.6% continued the program, and 1.5% graduated. 2) STEP is under evaluation by the State Education Department. Impartial evaluation of the program's in-school instruction and work-experience placements ranks it in the superior category compared to other programs in other cities.

Contact: Dr. Mary Meade
Assistant Superintendent
110 Livingston Street
Brooklyn 1, New York

Description: Youth in Program. 16 year-old potential dropouts: Youth in the 11th grade or above with socio-economic needs, especially from minority groups, 660 were employed as of June, 1963.

Description. Cooperative Education in Municipal Government (Work Study): Student-trainees are placed in municipal government offices and facilities by the Board of Education. Pupils are paid for working on a part-time basis throughout the year in a variety of clerical, technical, and service functions, such as typists, clerks, stenographers, office appliance operators, nurse aides, diet aides, public health aides, junior draftsmen, key punch operators, laboratory helpers, lunchroom helpers, and assistant gardeners.

Schedules are alternate week and alternate two-week periods, according to the area of work experience.

Students are supervised on the job by school coordinators, correlation made with school studies, and semi-annual employer ratings become part of the school records. Monthly meetings of the school coordinators are held, as well as periodic meetings with supervisors of civil service departments.

Goals/Evaluation. Goals: 1) Prevention of dropouts by youth from minority groups primarily because of socio-economic needs; 2) Psychological uplift of self worth; 3) Continued employment and advancement opportunities in municipal employ following graduation.

Evaluation: 1) 37 schools and 29 city departments presently participate in this rapidly growing program expected to service 1,000 youth by 1964-65; 2) A questionnaire survey of students employed now in progress; 3) A follow-up of graduates formerly employed made.

Contact: Dr. Mary Meade
Board of Education
110 Livingston Street
Brooklyn 1, New York

Description: Youth in Program. 16-Year-Old School-Oriented Dropouts: Youths indicating desire to leave full-time school for employment but are capable of completing the high school curriculum. 400 have been enrolled during the year.

Work-Evening High School Study Program (Project II): The program features substitution of evening high school attendance for day continuation school attendance upon recommendation of discharging high school.

Students must register at one of the seven selected evening high schools for at least two courses chosen with the approval of the guidance personnel.

A special counselor checks on attendance and counsels each youngster at least once a month.

Those who fail to attend school regularly are assigned to day continuation school. As of February, 1964, they will be assigned to Project II counselors for follow-up.

Job placement service is provided.

Goals/Evaluation. Goals: 1) To encourage qualified dropouts to continue their education; 2) To provide opportunities for the attainment of a diploma, job advancement or self-improvement; 3) to return dropouts to the day high school when appropriate.

Evaluation: The experimental students have proved to be significantly better than the controls in school adjustment and achievement. Their unemployment rate was half that of the controls, and they were rated superior in work performance and attitude by their employers.

Contact: Dr. Mary Meade
Board of Education
Assistant Superintendent
Brooklyn 1, New York

Description: Youth in Program. 16-Year-Old Dropouts: Youth who are ready to leave school and/or are oriented toward full-time employment.

Job Education Program: (Project III) designed to replace the former continuation school program (one half day a week schooling), students attend a pre-employment course full time for twenty consecutive school days in eight high schools (currently). Class size is limited to 25. Students are then placed in employment and followed up on the job at least once a month until they reach the age of 17. Those who lose their jobs are returned to school for job placement or for further instruction.

The curriculum deals with practical problems of the workaday world; there is continuity of instruction, regularity of attendance, improvement of pupil attitudes, and regularity of check-up on performance and continued guidance.

Goals/Evaluation. Goals: 1) To help the students achieve clear, realistic, vocational goals; 2) to prepare students for employment; 3) to assist in the student's job adjustment; 4) to screen students for further guidance and referral; 5) the former continuation school program will be completed phased out by September, 1964. Additional schools will be added to the eight already scheduled to handle the twenty classes planned.

Evaluation: The experimental students proved to be significantly better than the controls in school adjustment and achievement; their unemployment rate was half that of the controls, and they were rated superior to work performance and attitude by their employers.

Contact: Mr. Philip Becker
Assistant Superintendent
High School Division (Voc.)
110 Livingston Street
Brooklyn 1, New York

Description: Youth in Program. Vocational High School Students, Grades 9-12: 1) Students with retardation in reading or arithmetic skills who need these skills for civic, vocational and communication competence, and to discourage dropping out; 2) Students of promise in need of limited additional assistance to raise them to satisfactory achievement in academic, mathematics, and science subjects, and thus graduate high school and/or attain higher education; 3) Students of low socio-economic backgrounds lacking suitable study facilities at home and requiring an atmosphere of desirable peace, quiet, reference materials, and supervised study.

After-School Study Centers: A special City appropriation made possible the establishment of remedial, tutorial, and supervised study classes in December, 1963 in 26 of the 29 vocational high schools during late afternoon hours, or in combination with an early morning hour. Most vocational high schools offer classes in both remediation and in tutorial instruction, with 15 as the maximum class size.

Supervised study classes are conducted in the school libraries. Classes are held every Tuesday through Friday, and on Saturday mornings. Supervision is maintained by licensed subject supervisors (chairmen.)

Goals/Evaluation: Goals: Principally directed toward the economically and culturally deprived minority groups for the purpose of preventing dropouts and making possible the attainment of higher educational achievement and goals, it is nonetheless not limited to these groups.

Evaluation: At present there are 5,000 students enrolled in the program. Very guarded observation at this time due to the brevity of the program's operation points to success well beyond earlier predictions.

Contact: Mr. Philip Becker
Assistant Superintendent
High School Division (Voc.)
Board of Education

Description: Youth in Program. Vocational High School Students: Students of limited mental ability with language problems.

"A Speech Approach to Basic Literacy for High School Students with Limited Mental Ability": A teacher manual and work book with a structured series of four units in basic language skills that applies speech drill methods to language problems, and utilizes the job sheet approach, traditional for vocational shopwork, but unique in this application to academic subjects.

A limited number of copies were distributed originally for experimental and implementation in vocational high schools.

Goals/Evaluation. Goals: A different approach to meet the problem of basic literacy.

Evaluation: School with large numbers of Spanish-speaking pupils find the approach most effective.

Requests for copies have been acknowledged from all levels of the school system, including two of the municipal colleges for teacher training.

Contact: Dr. Mary Meade,
Assistant Superintendent
High School Division
Board of Education
110 Livingston Street
Brooklyn 1, New York

Description: Youth in Program. Disadvantaged Children: 11,000 students in Grades 10 and 11 in nine academic and two vocational high schools who have graduated from 52 elementary and 13 junior high schools in the Higher Horizons Program.

Higher Horizons: The Program was extended into the senior high schools last year.

Based on the principle of compensatory services, the schools in this program receive about 25% more professional, special services, including psychological assistance, guidance counselors, cultural enrichment, special testing program, added supplies, increased parental involvement, and other services.

Additional costs are estimated at $60 per student.

Remedial reading, reduced class size, increased counseling and clinical services, and closer coordination of counselors and teachers are features of this program.

Goals/Evaluation. Goals: 1) Complete high school work and develop vocational competence, and/or higher education; 2) Arouse belief in parents, teachers, and children in educability of children.

Evaluation: Being evaluated with aid of Federal funds. Both normative and experimental control studies, in such areas as reading, arithmetic, intelligence, aspiration, discipline, attendance, work habits, personality, and attitude.

State: Ohio

City: Columbus

Contact: Mr. Joseph L. Davis
Assistant Superintendent
Columbus Public Schools
270 East State Street
Columbus, Ohio 43215

Description: Columbus City School District Program to Combat Dropouts is a broad-scale program of educational improvement designed to reduce a dropout rate which was 50 percent in 1950.

Date begun: 1955

Target population: All pupils in Columbus City School District senior high schools.

Per pupil costs: Not determined

Sponsoring group: Local school district

Staff: Classroom teachers, teachers' aides, clinical psychologists.

Services: Classroom reorganization with teaching on four ability levels; special teacher selection and education; revised instructional techniques; language laboratories and use of educational radio and TV; work-study program and vocational opportunities for potential dropouts; summer school program; increased guidance; teachers visit homes of students during month before school year begins (personal approach highly successful).

Evaluation: Written and available. Dropout rate greatly reduced; 90 percent of students in work-study program graduate.

State: Oklahoma

City: Oklahoma City

Contact: Bill Horn
Central High School
Oklahoma City, Oklahoma

Description: An Adult Institute, for which students pay tuition, functions in the same high school (Central High) as the Cooperative Training program, providing academic courses designed as Job-Related I, II, and III for six credits in three semesters.

Contact: J. Paschal Twyman
Associate Professor of Education
Oklahoma State University
Oklahoma City, Oklahoma

Description: A Ford Foundation-sponsored project at Oklahoma State University is a research program aimed at evaluating the most effective methods of providing vocational and academic training to recent high school dropouts.

Contact: Bill Horn
Central High School
Oklahoma City, Oklahoma

Description: The Cooperative Training or Work-Study Program is designed to provide a flexible in-school situation in order to allow pupils to work while continuing their education.

Date begun: 1961

Target population: Pupils at one high school who want to work while still attending school.

Per pupil costs: Not determined

Sponsoring group: Local school district

Staff: Two classroom teachers, coordinators, girls' counselor, boys' counselor

Services: Coordinator matches pupils' study schedules with their work schedules and attempts to correlate academic training with their jobs; pupils may attend regular high school, adult day or night school. Extensive use of newspapers, films, guest speakers; extensive counseling.

Evaluation: Follow-up on graduates, and contact with their employers.

State: Pennsylvania

City: Pittsburgh

Contact: Mr. Charles H. Hayes
Director of Compensatory Education
Pittsburgh Public Schools

Description: Pittsburgh has a program at one high school for 16-18 year old boys, predominantly drop-out students who are given one-half time academic work and one-half time in shop work such as wiring, brick and tile laying, wood-working, and so forth. This is one of the programs growing out of the summer 1963 Dropout Campaign. A full occupational-vocational-technical curriculum is also being developed within the comprehensive high schools, providing various levels of training for variously qualified pupils, and including at the technical level a new curriculum such as computer technology in which training will be continued through the thirteenth and fourteenth grades in a technical institute.

State: Pennsylvania

City: Philadelphia

Contact: Mr. William Brunton
Division of Vocational and Industrial Art Education
Board of Education

Description: The MDTA Youth Project is a worker education program designed to prepare out-of-school, out-of-work youth for immediate employment.

Date begun: September, 1963.

Per pupil costs: Not determined

Target population: Fifty-four youths 16 to 22 years of age (also 73 heads of households over 22 years of age.)

Sponsoring group: Federal funds through United States Manpower Development and Training Act.

Staff: Twenty-five teachers, 50 shop teachers.

Services: Six hours a day of school for 12 weeks in basic academics and shop; 40-week vocational training program following school program in such subjects as beauty culture, restaurant practice, hospital services, and auto, sheet metal, machine, and electrical shops; subsistence allowance for 52 weeks maximum.

State: Wisconsin

City: Milwaukee

Contact: Thomas Cheeks
Coordinator
School-Community Programs
Milwaukee Public Schools

Description: Secretarial Development Project is an extracurricular program providing both additional classroom and motivational activities to help prepare business education students for employment.

Date begun: October, 1964.

Target population: Twenty-three girls from two schools in business education courses.

Per pupil costs: Not determined

Sponsoring group: Local school district, Mortgage Associates, Inc., and Milwaukee Urban League

Staff: One teacher

Services: Twice weekly after-school class meetings to upgrade skills in typing, office machine operation, business-English usage, office practices and procedures, and so forth, utilizing materials secured directly from businesses; field trips to offices, visiting speakers on such topics as "money management" and personal grooming; parent conferences.

Contact: Mr. A. D. Mathison
Administrative Counselor
Milwaukee Vocational and
and Adult Schools
1015 North Sixth Street
Milwaukee, Wisconsin 53203

Description: Youth in Program. Youth with Special Needs: Boys and girls usually of limited abilities, age 16 and 17 who have been unable or unwilling to profit from existing educational opportunities in the comprehensive and regular high schools of the community. These youth have asked to transfer to the Continuation School of the Milwaukee Vocational Adult Schools.

Vocational Preparation: After an exploratory diagnostic quarter of work, the students are given a program that is half in the Work Area and half in General Education. The Work Area courses enable a student to gain work experiences and to develop work habits and attitudes which may help him to get initial employment as a helper. Such qualities as dependability, following directions, working hard, and getting along with others--all are marketable "skills to the employer who is hiring unskilled or semi-skilled help." These qualities can be developed in the work area shops where simple projects are the media for teaching. They can also be developed in the general education classes--English, reading, social studies, physical education and driver education--which constitute half of the program.

Goals. To help the student explore his own true capabilities and potential and to reawaken his own sense of personal worth; to help reawaken a student's readiness to learn and willingness to seek help in learning; to develop those work habits which will help him get and hold a beginning job.

Evaluation. The students served are predominantly those who have given up on education on themselves. The success of the program is measured more by those who return voluntarily to our Adult School and our Adult High School for help after they become 18 and are no longer compelled to attend the school. By this standard the program is successful, but there is probably no end to the continuing search for better, more effective, and quicker ways to change attitudes, restore self-esteem, and re-establish readiness for learning.

Contact: Mr. Alfred Thurner, Director
Department of Guidance
Milwaukee Public Schools

Description: The Youth Incentive Project: is a program designed to widen the vocational horizons of young people, to encourage them to stay in school, and to help develop jobs for them after they are trained.

Date begun: June, 1963.

Target population: Fifty-six Negro youths from six inner-city high schools.

Per pupil costs: Not determined

Sponsoring group: Urban League and local school district.

Staff: Volunteer teachers, guidance counselors, local volunteers from Urban League.

Services: Group and individual guidance sessions; industrial tours preceded by briefing and provision of information about working conditions, machines, and instruments used by workers, demands of various jobs, and so forth, cultural enrichment programs; guest speakers, summer job placement so pupils can earn money and learn good work habits; parent information programs.

Appendix F

Sample Job Sheets and Class Schedule
from Vocational Village,
Portland, Oregon

Vocational Village
JOB SHEET

Student Name________________________________#_______Date_______________________

Advisor__________________________________Instructor LEONARD J.S.#________

Title: GENERAL OFFICE PRACTICE

Objective: Student will spend the class time or 1 1/2 hours learning WHEN, WHY, AND HOW various office tasks should be performed.

Equipment and Supplies Needed:

Pencil and Pen
Reference Book

Procedure:

STEPS	KEY POINTS
1. Class instructor will give assignment.	1. Listen carefully to your assignment.
2. Ask questions.	2. Make sure you understand what is expected of you.
3. Use the reference book provided in the classroom to answer the questions.	3. Read about the subject and then go back and endeavor to answer the question.
4. Answer the questions in your own words.	4. Use the back of JOB SHEET.
5. Indicate the reference book used with an "X" at the bottom of the JOB SHEET.	5. Include the page number when possible (Your job sheet is not completed until you have indicated what reference was used).
6. Hand the job sheet in after all questions have been answered.	6. If you have not finished put the job sheet in your folder and finish it at a later time.

INDICATE REFERENCE BOOK USED FOR ASSIGNMENT:

_____Clerical Office Training_____Pages_____
_____General Office Practice______Pages_____
_____Secretarial Office Practice__Pages_____
_____Clerical Office Practice_____Pages_____

Name______________________________#______________Advisor______________________________

Class__________Instructor______________________J.S.#___________Date______________

Major____

Title: PREPARING THE MASTER

Objective: Student will prepare a master unit for duplication by typing the message on the master, proofreading the master against the original copy, and correcting all errors.

Equipment:
- Typewriter
- Typewriter cleaning supplies
- Fluid Duplicator
- Duplicating Fluid
- Master Sets
- Duplicating paper
- Razor Blades
- White pencil (wax)

Procedure:

Steps	Key Points
1. Clean the typewriter keys.	1. Use the typewriter cleaning kits available.
2. Insert the chemical master unit in the typewriter so that the open end is at the top.	2. (Remember to remove protective sheet between carbon and master)
3. Type the message on the master.	3. Stroke the typewriter keys with equal pressure using a staccato touch.
4. Proofread master before removing from the typewriter.	4. Check the spelling, spacing and centering.
5. Make any necessary corrections.	5. Use razor blade to scrape off errors... (the carbon deposit on the negative image) Insert a patch of fresh carbon paper and type correction. Remove the patch after the correction has been made.
6. Remove the master from the typewriter.	6. Use the paper release on the typewriter.

NOTE: If the message involves lines, diagrams, and illustrations, these special effects may be added by using a stylus, sharp pencil, or ballpoint pen. Art layouts and figures can be sketched lightly on the master in soft pencil first (without carbon). Then insert carbon as usual and go over line with firm heavy strokes.

Name______________________________#______________Advisor________________________

Class__________________Instructor______________J.S.#_________Date_____________

Major____________________________

Title: OPERATING THE MIMEOGRAPH MACHINE

Objective: Student will prepare a stencil for duplication on the mimeograph by typing the message on the stencil, proofreading the stencil against the original copy, and correcting all errors.

Equipment:

Procedure:

Steps	Key Points
1. Prepare the machine for operation.	1. Remove top cover. Check ink supply. Install supply of duplicating paper. Remove the protective cover from drum.
2. Install stencil on drum.	2. Stencil goes face down.
3. Run several trial copies and make adjustments required for correctly positioned and evenly inked copy.	3. Use scratch paper for trial copies.
4. Show the first good copy to teacher.	4. Get instructor's approval before running more copies.
5. Complete the run.	5. All copies should be of uniform good quality.
6. Remove stencil and replace protective cover.	6. Remember to clean the area and clean the machine. Return supplies to storage cabinet.

5. Complete the run.

5. All copies should be of uniform good quality.

6. Remove stencil and replace protective cover.

6. Remember to clean the area and clean the machine. Return supplies to storage cabinet.

Name_______________________________#________________Advisor________________________

Class________________Instructor________________J.S.#____________Date__________

Major___________________________

Title OPERATING THE FLUID DUPLICATOR

Objective: Student will prepare the fluid duplicator for operation, attach master to the drum, run trial copies and get approval, run the number of copies requested, and clean the area when finished.

Equipment:
Fluid Duplicator
Duplicating Fluid
Duplicating paper
Master
White pencil (wax)

Procedure:

Steps	Key Points
1. Ready the machine for operation.	1. Check the fluid supply. Rotate Fluid-Reservoir to "UP" position. Prime the wick. Install supply of duplicating paper.
2. Install the master on the drum.	2. Negative side goes up...carbon side out.
3. Run several trial copies on scratch paper.	3. Make further adjustments that are needed to correct position. Check margins and clarity.
4. Make further adjustments to correct position and improve clarity of copy.	4. Use notched adjustable arm to lower or raise the copy... Pressure #3 suitable for most runs.
5. Show the first good copy to the instructor or supervisor.	5. Get approval before running additional copies.
6. Complete the run.	6. All copies should be of uniform good quality.

NOTE: No job is finished until the master has been removed from the duplicator, the machine and working area is cleaned up, and the unused supplies have been returned to the storage cabinets.

Name________________________ #________________ Advisor__________________

Class______________ Instructor__________________ J.S.#_______ Date__________

Major______________________

Title: MAINTENANCE OF THE FLUID DUPLICATOR

Objective: Student will clean the machine, change the wick, fill it with fluid, and organize all supplies necessary for the proper operation of the fluid duplicator.

Equipment:
- Square Cotton Pads
- Duplicator Fluid
- Wick
- Scotch Tape

Procedure:

Steps	Key Points
1. Check the fluid supply.	1. Fill the reservoir if fluid supply is low.
2. Change the wick.	2. Wick has four usable edges. Reverse the wick until all edges have been used. Replace old wick with a new one if necessary.
3. Clean the drum.	3. Use fluid and cotton squares.
4. Clean the feed rollers.	4. Remove the lint that has collected with scotch tape.
5. Clean and organize all supplies	5. Throw away anything that cannot be used again. Make sure the supplies necessary to operate the machine are in the cabinet.
6. As soon as you are finished, get the signature of the instructor.	6. ______________________________ (signature of instructor)

Name______________________________ #______________ Advisor__________________

Class________________ Instructor__________________ J.S.#_________ Date___________

Major__________________________

Title: PREPARING A STENCIL FOR DUPLICATION

Objective: Student will prepare a stencil that is accurate and acceptable for duplication on the mimeograph machine.

Equipment:
Typewriter cleaning kit
Illuminated drawing board
Stencil
Styli
Letter Guide and other supplies
Typewriter

Procedure:

Steps	Key Points
1. Plan your layout.	1. Make a rough layout of material for correct spacing and arrangement.
2. Get the instructor's approval when you have prepared the copy as well as you know how.	2. The instructor may have suggestions.
3. Prepare your tools.	3. Clean the type faces of the typewriter. Disengage the ribbon. Set your margin stops...Place copy where you can read it.
4. Type stencil with typing rate reduced from normal with heavier stroking on W,M, and uppercase keys and lighter stroking on commas, periods, underscore, hyphen, o, and c.	4. A sharp, staccato touch against a medium hard platen produces the best results...Maintain an even stroke.
5. Correction fluid can be used to patch an occasional error. Apply fluid sparingly and let it dry.	5. The fluid may be used directly on error. Type carefully to avoid errors.
6. Proofread. Check the copy carefully before removing it from the typewriter.	6. It is much easier to make corrections or additions before the alignment is disturbed.

Name______________________________#__________Advisor____________________

Class____________________Instructor__________J.S. ________Date__________

Title: MAINTENANCE OF THE MIMEOGRAPH

Objective: Student will clean the machine, clean the impression roller, fill the machine with ink, and organize all supplies necessary for proper operation of the mimeograph.

Equipment:

Square cotton pads Paper Towels	Soap (purple can) Duplicating fluid	Ink

Procedure:

Steps	Key Points
1. Clean the outside of the machine.	1. Use soap and water and paper towels.
2. Clean the chrome on the machine.	2. Use duplicating fluid and square cotton pads.
3. Remove the impression roller.	3. Clean it with duplicating fluid.
4. Rotate the cylinder so that "STOP HERE" is even with the arrow on the machine.	4. Cylinder cover has a green line indicating the position the cylinder should be in.
5. Clean the area and organize all the supplies in the cabinet below the machine.	5. Throw away anything that cannot be used again. Make sure the supplies necessary to operate the machine are in the cabinet.
6. As soon as you are finished, get the signature of the instructor.	6. ______________________ (signature of instructor)

Portland Public Schools
Portland Village

JOB SHEET

Student Name__________________________#___________Date_______________Job Sheet #_____

Advisor_____________________________________Instructor_____________________________

Title: OPERATION CLEAN-UP

Objective: Student will learn to clean all office machines, desks, and will organize office supplies.

Equipment:

- Wet paper towels
- Dry paper Towels
- Typewriter Clean-up kit
- Cleaning Pads (for mimeograph and fluid Duplicator)
- Soap
- *Any other supplies necessary to complete the task.

Procedure:

Steps	Key Points
1. Clean all Typewriters.	1. Clean the type and the surface of the typewriter.
2. Clean all Tables.	2. Wipe all carbon and ink smudges off of tables...use soap and water if necessary.
3. Clean the Mimeograph Machine.	3. Clean the surface and cylinder edges...Don't forget the cabinet below the machine.
4. Clean the Fluid Duplicator.	4. Use duplicating fluid to clean the cylinder...Clean the wick.
5. Separate the paper for the mimeograph and fluid duplicator.	5. Smooth paper is for Fluid Duplicator--Rough paper is for Mimeograph...Organize the paper in the shelves.
6. Clean up the area around the adding machines.	6. Throw away any adding machine tapes and papers that have no name on them.

NOTE: When the job assigned is complete, get the instructor's signature on the job sheet.

Name____________________ Advisor________________ Class BUSINESS ED.

Instructor LEONARD Date____________________ Job Sheet________________

Title: CORRECTING ERRORS - using the typing eraser.

Objective: Student will learn to erase typing errors properly and retype the correction.

Equipment:

Typewriter eraser   Eraser shield   Typewriter   Typing Paper

Procedure:

Steps	Key Points
1. Move carriage to one side of the typewriter--far left or far right ...use margin release if necessary.	1. Eraser crumbs should not fall into the typewriter.
2. Roll paper up a few lines (if error is in the upper 2/3's of the sheet.	2. Roll paper down if the error is lower.
3. Use the correct eraser and use an eraser shield.	3. Eraser should be clean...abrasive type.
4. Erase one direction with a filing motion.	4. Blow eraser particles away as you erase.
5. Turn the paper back to writing position and type corrections.	5. Several light typing strokes are better than a single heavy blow.
6. If you have doubts about alignment or location, set ribbon on stencil and strike the key.	6. Note where uninked impression falls.

Assignment: Type one page double-spaced; correct all errors using the steps above.

Portland Public Schools
VOCATIONAL VILLAGE
JOB SHEET

Name__________________________ Advisor____________________ Class BUSINESS EDUCATION

Instructor LEONARD Date______________________ Job Sheet #__________________

Title: Cleaning the Olympia Typewriter

Objective: Student will learn to clean the Olympia typewriter properly.

Equipment:

Typewriter
Duster (cloth
Dusting brush
Wire brush (for cleaning type)
Instruction Book for Olympia typewriter

Procedure:

Steps	Key Points
1. Find an available typewriter and cleaning kit.	1. Typewriter cleaning kits are in gray plastic containers.
2. Remove the front cover.	2. Entire cover can be removed--just pull upward...Refer to the Instruction Book if you have difficulty.
3. Brush the eraser particles out of the machine.	3. Move the carriage to the extreme right using the margin release and then to the extreme left... Use dusting brush.
4. Brush the type keys with the wire brush.	4. Brush in the direction of the keyboard. *Never use a pointed object to clean clogged letter.
5. Put front cover back on the machine.	5. It snaps easily into place.
6. Wipe finger prints and ink off of the machine.	6. Use dusting cloth...mild soap and water if necessary.

Note: For thorough cleaning--it is recommended that the carriage be removed every now and then. For occasional cleaning of the platen, use only methylated spirits; never use petrol as this destroys rubber.

Refer to the Olympia Operating Instructions...

Portland Public Schools
VOCATIONAL VILLAGE
JOB SHEET

PORTLAND PUBLIC SCHOOLS
VOCATIONAL VILLAGE
JOB SHEET

Student Name ______________________ # ____________ Date _________________

Advisor _________________________ Instructor LEONARD J.S.# ____________

Title: CHANGING RIBBON ON THE TYPEWRITER

Objective: Student will watch demonstration and change the ribbon on a standard office typewriter.

Equipment:

New ribbon
Typewriter

Procedure:

Steps	Key Points
1. Depress the Shift Lock to the ribbon Carrier.	1. This will make it easier to unthread and rethread the ribbon.
2. Study how the old ribbon is positioned.	2. ...how it winds around its spool, what guides it passes.
3. Practice each phase: Lift out a put it back, unthread the ribbon, rethread it; etc.	3. Practice every detail.
4. Wind the old ribbon on to one spool.	4. As you detach the end, note exactly how it was fastened to its spool.
5. Fasten a new ribbon to the empty spool. Put both spools back in the sockets.	5. Make sure the ribbon is in the correct winding position.
6. Thread the new ribbon through the ribbon carrier...	6. Be sure the ribbon is threaded carefully.

*Remember to release the shift lock.

Portland Public Schools
VOCATIONAL VILLAGE
JOB SHEET

Title: HOW TO PLACE A LETTER ON THE PAGE...HOW TO TYPE A BLOCKED LETTER AND BLOCKED ENVELOPE.

Objective: Student will learn to place a letter on the page properly in blocked style and will also type an envelope in blocked style.

Equipment and Supplies Needed:

Letterhead Paper - 8 1/2 x 11" bond
Typewriter
Typewriter Eraser
Eraser Shield
Envelope

Procedure:

Steps	Key Points		
1. Insert letterhead paper into typewriter.	1. Use letterhead bond provided.		
	Short	Average	Long
2. Estimate number of words in body of the letter.	2. Under 100	Under 200	Over 200
3. Set margin stops for corresponding line length.*	3. 4 inches	5 inches	6 inches
4. Drop to date-line position (line 14, or 2 lines below letterhead, whichever is lower)	4. Each letterhead is different.		
	14 Spaces	16 Spaces	18 Spaces
5. Type date; then drop this many lines to address.	5. 8 lines	6 lines	4 lines
6. Type the attached letter in blocked style and type a long block envelope.	6. Use the information provided to determine the proper spacing.		

*Remember: There are 10 pica spaces to an inch, 12 elite spaces to an inch.

J.S. No.______

Date______________________________

Student ______________________________

Instructor ______________________________

Name____________________ Advisor________________ Date__________

Class____________________ Instructor LEONARD J.S.#__________

Title: CENTERING LINES, TITLES, AND HEADINGS

Objective: Student will learn to center lines, titles and headings horizontally on paper.

Equipment:

Typewriter
Typing paper

Procedure:

Steps	Key Points
1. Set the paper guide.	1. Paper should be inserted so it rests against the paper guide.
2. Move the carriage to the center of the paper; set a tab stop.	2. This is your centering point.
3. From the center of the paper, backspace once for every two strokes (letters, spaces, marks of punctuation, etc.) as you spell the copy to be centered.	3. If there is one letter left, do not backspace for it.
4. Begin to type at the point where backspacing is completed.	4. Copy should come out centered.
5. If there are more lines to be centered, tabulate to the centering point, and repeat steps 3 and 4.	5. Continue in this manner until all lines have been typed.
6. Attach 10 examples of horizontal centering to the job sheet.	6. To determine whether or not you are centering correctly, fold the examples you have typed in half. Count the number of spaces on each half of the page.

Portland Public Schools
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Note: Additional information may be found in Gregg Typing kit #1 *Page 42

To center a "SPREAD" heading:

1. Backspace from center once for each letter except the last one in the line and once for each space between words.
2. Type the heading, spacing between letters and three times between words.

Name________________ Advisor________________ Class BUSINESS EDUC.

Instructor LEONARD Date________________ Job Sheet________

TITLE: DEVELOPING SPEED AND ACCURACY IN TYPING

Objective: Student will develop speed and accuracy through basic typewriting drills and sustained timed writings.

Equipment: Typewriter--Typing paper--Typing book--Typing stand

Procedure:

Steps	Typing Hints
1. Find an available typewriter.	1. RELAX - you'll type better.
2. Type a short warm-up drill.	2. Use quick sharp strokes.
3. Listen to the assignment given by the instructor...length of timed writing...page number, etc.	3. Center action in fingers.
4. Make any last minute adjustments necessary...setting margins...	4. Hit keys squarely.
5. Get ready to begin timed writing. Listen for the instructor to say "BEGIN."	5. Develop flowing rhythm patterns.
6. Stop when you hear the instructor say "TIME."	6. Eliminate clumsy awkward motions in operating the typewriter.

PROGRESS REPORT

Date							
Total Words							
Errors							
Minutes							
GWPM							
Goal							

PORTLAND PUBLIC SCHOOLS
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JOB SHEET

Portland Public Schools
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JOB SHEET

Student Name________________ #________ Date________________________________

Advisor________________________Instructor LEONARD J.S.________________

Title: IMPROVING TYPING SKILL

Objective: Student will practice typing to improve his Accuracy and Speed.

Equipment & Supplies Needed:

Typewriter
Typing Book--Name of Book______________________________Pages________

Procedure:

Steps	Key Points
1. Find an available typewriter.	1. Clean the typewriter keys.
2. Use any typing book available ...if instructor has not provided assignment.	2. Find Copy that is appropriate for own individual need or goal.
3. Use your own typing paper or use the scrap paper provided.	3. Business Ed. has a stock pile of paper that has been run through the mimeograph or fluid duplicator.
4. Double space copy unless otherwise specified.	4. Always double space when you type straight copy more than 1/2 of a page long.
5. Do not correct errors...NO STRIKE-OVERS!!	5. Circle errors.
6. Turn in all of the typing that you do during the class period.	6. Please turn in typing, even if the exercise has not been completed.

VOCATIONAL VILLAGE

BUSINESS EDUCATION JOB SHEET #_____

Student________________________Advisor________________Date________

Title: ____
(title of film or filmstrip)

Objectives: Students will learn more about the business world, typing procedures, duplicating processes, etc.

Equipment & Supplies Needed:

Pen or Pencil
Paper

Procedure:

Steps	Key Points
1. Watch the film or filmstrip.	1. Withhold all questions and comments. (Write your questions on paper and we will discuss them after the presentation is over)
2. Express ideas--Ask Questions--	2. Participate in the discussion.
3. Write your comments regarding the points brought out in the lesson.	3. (Space provided at the bottom of the job sheet.)

COMMENTS:

NOTES: